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ABSTRACT

The six Nebraska Community College Areas are requesting a combined $7.1 million increase in State General Funds for continuation and new/expanded programs for the first year of the fiscal year (FY) 1991-93 biennium, and a $7.9 million increase for the second year. This represents a 46.68% increase in General Funds and a 19.62% increase in the total community college system budget for the biennium. Following an executive summary; a request summary by object, classification, and revenue; and an overview of major community college issues affecting state-aid funding for FY 1991-93, this budget request outlines areas of financial need in the Nebraska community colleges for FY 1991-93. These include: (1) continuing to make faculty and staff salaries and benefits more competitive; (2) funding educational telecommunications; (3) upgrading applied technology faculty and equipment; and (4) implementing new programs necessary for community, regional, and state economic development, including community college/high school cooperation, hazardous material handling, and customized training. Additional funding issues discussed in the report include the property tax lid, college efficiency, the colleges' funding formula, and increased tuition charges. Detailed appendixes provide budget comparison data, revenue comparison data, enrollment data, program site data, a budget process timeline, and a community college legislative history from 1979 to 1990. (JMC)

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Nebraska Community College Areas Biennium Budget Request

FY 1991-93

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January 1991

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Nebraska Community College Areas
FY 1991-93 Biennium Budget Request
Description and Rationale

January 1991

Prepared by the Nebraska Technical Community College Association
and the Nebraska Community College Areas

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EXECUTIVE SUMMARY

The six Nebraska Community College Areas are requesting a combined $7.1 million increase in State General Funds for continuation and new/expanded programs for the first year of the FY 1991-93 biennium and a $7.9 million increase for the second year.

- **Continuation requests are $38.7 million for FY 1991-92 and $46.7 million for FY 1992-93.**
- **The total General Fund appropriation would be $39.2 million for FY 1991-92 (21.96% increase) and $47.2 million for FY 1992-93 (20.27% increase).**
- **This represents a 46.68% increase in General Funds and a 19.62% increase in the total Community College system budget for the biennium.**

While State appropriations to the Community College Areas increased over $9 million (40.9%) for the last biennium, the increase for the second year of the FY 1989-91 biennium has only begun to make up the loss to inflation over the previous five years as measured by the Higher Education Price Index (see HEPI graph, page 16). Thus, during that five-year period, funding for new programs, for service to business and industry, and for the approximately 5% increase in the number of FTE students at the state's Community Colleges was raised from local property taxes, increases in tuition, and reductions made in other programs. Moreover, the 4% lid on property tax revenue for political subdivisions established in LB 1059, which was passed by the Legislature in 1990, places additional stress on Community College budgets when inflation exceeds 4%.

In this regard, the Community Colleges have identified four critical needs for their FY 1991-93 biennium budget request:

1) Continuing to make faculty and staff salaries and benefits more competitive
2) Funding educational telecommunications
3) Upgrading applied technology faculty and equipment
4) Implementing new programs necessary for community, regional, and state economic development.

Although this State General Fund request is substantial, it is not excessive. This investment is necessary for the state's economic health. It will allow the Colleges to retain and hire qualified faculty and provide them with the programs and equipment essential to respond to local needs for a technically competent workforce that can compete in the increasingly high-tech regional and world marketplace. The State's commitment must be immediate and long-term if it is to meet community education demands, particularly the expressed needs of business and industry.

The "bottom line" of business and industry concerns about postsecondary education and training is clear. The leaders and managers of American business and industry are concerned that our postsecondary educational institutions are so rooted in old habits and patterns that they will fail to move quickly and effectively enough to meet the recurrent, lifelong education and training needs of our increasingly older and diverse population. If education fails in this challenging task, our nation will be unable to compete in the global marketplace. If we fail to recognize and act on the new realities of the American workplace, our businesses and industries will fail; our communities will decline; our children and grandchildren will not have the quality lives that we have had; and we will have abandoned the fundamental American goal of opportunity for all.

Elinor M. Greenberg, Executive Director of the training/retraining program of US West Communications, at the American Council on Education in Washington, DC, March 1990.

Additionally, there are several major issues which although they are not included in specific Area budget requests, nevertheless will affect State-aid to the Community Colleges during the 1991-93 biennium and beyond. These issues include the property tax lid, the efficiency of the Colleges, the Colleges' funding formula, the extreme pressure on increased tuition charges, and the recommendations in the Phase II report of the higher education study.

Property Tax Lid: The Community Colleges supported the 4% property tax lid, realizing that the over-reliance on property taxes needed to be addressed. The Colleges were able to survive the first year of the lid because they were in the middle of a biennium budget increase. However, the second year of the lid will be much more difficult, if not devastating, without commensurate increases in State-aid for the new biennium. Community College enrollment has again grown, and inflation is running at approximately 5%. Moreover, additional job training for the technical workforce is needed, as well as cooperative programs with high schools to accelerate technical education. And, like the University and State Colleges, Community College salaries for both faculty and staff will need on-going strong emphasis if the State is to continue the progress begun two years ago, when Nebraska's Community College's were ranked next to last in the country in average salary.

College Efficiency: In the spring of 1990, the Community Colleges commissioned an efficiency study by the National Center for Higher Education Management Systems (NCHEMS), an independent consulting firm in Boulder, Colorado. The purpose of the study was to identify areas in which the Community Colleges could significantly improve the efficiency of their operations, both individually and as a system. The report, delivered in February 1991, drew two general conclusions: 1) "The difference in resources (among the six Community Colleges) notwithstanding, none of the six institutions are noticeably inefficient overall," and 2) "The Nebraska institutions are not affluent." These conclusions seem to point to several inescapable facts for the Legislature to consider when making State-aid appropriations to the Community Colleges for the FY 1991-93 biennium. First, Community Colleges have been concerned with efficient operation and already appear to be doing a good job, and therefore, the Colleges cannot save significant additional amounts through "easy" efficiency measures. Second, in spite of the largest increase in State-aid in the system's history, the Colleges are currently operating at or below average, compared to other institutions. Thus, the State will have to maintain the State-aid funding effort begun in the last biennium just to keep the Colleges at average operating levels.

Equalization Addition to State-aid Formula: In the 1990 legislative session, the Legislature passed LB 143, a bill designed to provide limited property tax equalization among the Community College Areas. Although LB 143 passed, Senator Scott Moore had identified several problems with the bill during legislative debate. In response to these concerns, the Community College system revised the equalization formula in LB 143 in consultation with members of the Department of Administrative Services budget staff, the Colleges and the NTCCA Board of Directors, and Senator Moore. LB 693, has been introduced by Senator Moore and includes new equalization provisions which set aside 10% of all State-aid to be divided among Areas based on the capacity an Area has to fund its students from property tax. (The less property valuation an Area has per student, the greater the share of the 10% equalization fund that Area would receive.) All changes have been unanimously supported by the Nebraska Technical Community College Association, the six Technical Community College Areas Boards of Directors, and the Council of Presidents. The effect of the changes will be to shift significant additional funding to Western, Mid-Plains, and Northeast. However, unless a minimum of $1.5 million in new State-aid funding were made available in FY 1991-92, the Central, Metropolitan, and Southeast Areas would receive less State-aid than in FY 1990-91. Therefore, the legislation includes a one-year limited "hold harmless" provision. Obviously, the change in the formula is still designed to increase the equity of opportunity across the State. However, coupled with the 4% lid on political subdivisions, the change will require new funding in FY 1991-92 to avoid decreases in State-aid to some Areas.

Tuition Charges at the Community Colleges: Among Community Colleges in Nebraska, tuition on average has more than doubled in the last decade, and because many Community College students are non-traditional, being older, often with job and family obligations, and able to attend only part-time, they are not eligible for most financial aid. (The Phase II final report of the LB 247 study reported that tuition at Nebraska's Community Colleges is higher than the national average.) As mentioned above, the Community Colleges have continued to grow, with increases averaging over 2% in full-time equivalent enrollment annually for the last decade. In addition, the national emphasis on productivity, quality control, and technical education all will require increased access to and expansion of Community College programs and services. The telecommunications request for the Community Colleges, submitted as part of the coordinated State package, will allow the Colleges to meet many of these demands. However, the tuition charges at the Community Colleges may be approaching a level which will deny access to many students who cannot attend any other institutions of postsecondary education. The *Low-Tuition Fact Book*, published by the American Association of State

Colleges and Universities, describes a number of research findings that directly link low tuition rates and increased public college attendance. Because the Community Colleges provide access to the largest proportion of low-income students in Nebraska, it is crucial to keep the Colleges' tuition rates as low as practicable. This obviously requires sufficient State-aid to the Colleges to reduce financial barriers to students. (This also would be a beneficial policy at all levels of public higher education.)

Phase II Recommendations of LB 247 Higher Education Study: The recommendations in the Phase II higher education report generally reflected the goals for role and mission, planning and coordination which the Colleges had identified in preparation for the study last year. However, one concern that Board members and Presidents had about the recommendations is the need to support the new and/or expanded roles described for the Colleges, particularly in increasing access to general education and academic transfer, and giving the Colleges primary responsibility for developmental education programs and services for students and employees. The most significant recommendation concerning the Community Colleges made by the report is to allow greater access to educational services traditionally available from Colleges, in particular, basic general education and academic transfer. The Colleges have already received some encouragement from UNL to establish articulated developmental transfer programs, as well as special programs to identify and educate Community College students who have the aptitude but lack the background to be engineers and scientists. Again, however, all of this will required increased funding at both the State and local level.

REQUEST SUMMARY BY OBJECT, CLASSIFICATION, & REVENUE

The Community Colleges are requesting increases of $7.1 million (21.96%) in State General Funds for FY 1991-92 and $7.9 million (20.27%) for 1992-93.

The major objects of expenditure table below shows that the Community Colleges will use over 72% of their budgets annually for personal services. This reflects the labor-intensive nature of education and training, and it also illustrates why increases in personnel costs, such as health insurance, which are necessary to hiring and retaining quality faculty and staff, can rapidly inflate the Colleges' expenditures for personal services. Travel, which is important to the Colleges ability to provide opportunities for faculty upgrading, classes in outlying centers, and needed services to business and industry, especially in the western part of the state, is less than 1% of the budget. Unfortunately, travel, which also is one of the few discretionary College expenditures, was hit hard by the austere budgets of the mid-1980s.

NEBRASKA COMMUNITY COLLEGE AREAS
STATE-AID REQUEST BY OBJECT – FY 1991-92 TO FY 1992-93

REQUEST	PERS. SERV.	OPERATIONS	TRAVEL	CAP. OUTLAY	TOTAL
90-91 BUDGET	64,357,451	19,122,420	814,113	4,223,633	88,517,617
91-92 CONTINUATION	70,679,817	20,338,158	859,976	4,603,195	96,481,146
EXPANDED	118,754	107,900	10,400	336,000	573,054
TOTALS	70,798,571	20,446,058	870,376	4,939,195	97,054,200
92-93 CONTINUATION	77,728,861	21,650,693	910,172	4,957,987	105,247,713
EXPANDED	206,534	122,245	7,600	304,000	640,379
TOTALS	77,935,395	21,772,938	917,772	5,261,987	105,888,092

The Program Classification table on the following page shows that, systemwide, the expenditures for direct instruction and instructional support are 60% of total Community College budgets. This relatively high level for instructionally related activities reflects the focus of the Colleges on the primary role of teaching through the efficient and effective targeting of funds. The efficient delivery of programs is further enhanced by the State-aid distribution formula which, because it is based on weighted student enrollment, promotes the Colleges' scrutiny of high cost and/or low enrollment programs with the intent of eliminating those which are no longer necessary.

NEBRASKA COMMUNITY COLLEGE AREAS
STATE-AID REQUEST BY PCS – FY 1991-92 TO FY 1992-93

FISCAL YEAR	INSTRUCTION	ACADEMIC SUPPORT	STUDENT SERVICES	INSTITUTION SUPPORT	PHYSICAL PLANT	STUDENT FINANCIAL	TOTAL
90-91	42,772,581	9,939,979	6,124,638	16,718,564	11,507,065	1,454,790	88,517,618
91-92 CONT.	46,980,378	10,786,285	6,626,692	18,132,693	12,436,543	1,518,555	96,481,146
EXPANDED	553,054	20,000	0	0	0	0	573,054
TOTALS	47,553,432	10,806,275	6,626,692	18,132,693	12,436,543	1,518,555	97,054,200
92-93 CONT.	51,780,607	11,711,093	7,173,404	19,584,994	13,425,429	1,572,185	105,247,713
EXPANDED	620,379	20,000	0	0	0	0	640,379
TOTALS	52,400,986	11,731,093	7,173,404	19,584,994	13,425,429	1,572,185	105,888,092

The summary of the Colleges' budget request by Revenue Source highlights the current disparity between property tax and State-aid revenue support. Presently, State-aid comprises 36.3% of the Colleges' revenues, whereas property tax supports 41.0%. The projected revenues for the next biennium reflect a shift from a predominance of property tax support, with State-aid providing 44.5% of revenues and local tax 37.2%.

NEBRASKA COMMUNITY COLLEGE AREAS
PROJECTED REVENUES FY 1990-91 TO FY 1992-93

REVENUE	FY 90-91	% OF TOTAL	FY 91-92	% OF TOTAL	FY 92-93	% OF TOTAL
Local Tax	36,319,109	41.03%	36,992,865	38.12%	39,409,244	37.22%
State-Aid/Gen.	32,147,767	36.32%	39,207,818	40.40%	47,154,068	44.53%
State-Aid/Grant	450,000	0.51%	750,000	0.77%	750,000	0.71%
Tuition	14,525,610	16.40%	15,424,548	15.89%	16,509,925	15.59%
Other	1,350,873	1.53%	1,666,922	1.72%	1,456,992	1.38%
Cash Reserves	3,724,259	4.21%	3,012,047	3.10%	607,863	0.57%
TOTAL	88,517,618	100.00%	97,054,200	100.00%	105,888,092	100.00%

This biennium budget request would reverse the large burden on property taxes for revenue support for the Community Colleges and would lessen the pressures to increase tuition rates.

OVERVIEW OF THE COMMUNITY COLLEGES FOR FY 1991-1993

Major Issues Affecting State-Aid Funding

Introduction: There are five significant issues which need special discussion in analyzing the FY 1991-93 Community College biennium budget request: 1) the 4% property tax lid on political subdivisions, 2) an efficiency study of the Community Colleges completed in February 1991, 3) a proposed change in the Community College State-aid distribution formula to provide property tax equalization, 4) excessive increases in tuition charges, and (5) the Phase II recommendations of the LB 247 higher education study. Each of these issues could have a major impact on the operations and need for increased State-aid to the Community Colleges.

Property Tax Lid: The Community Colleges, like all political subdivisions, are operating under a 4% lid on new property tax receipts for fiscal years 1990-91 and 1991-92. The Nebraska Technical Community College Association Board of Directors as well as all six Area Boards supported this limited lid, realizing that the over-reliance on property taxes needed to be addressed and some relief afforded property taxpayers. One reason that the Colleges were able to accept the lid was that they were in the second year of a biennium budget increase which was the largest in the system's history. The Colleges are very grateful for that biennium budget increase.

Even with the 4% lid, the second-year State-aid increase has allowed the Colleges to continue to deliver quality programs and upgrade salaries substantially, which was the top priority of the last biennium request. In addition, the Colleges have been able to meet limited demands for new and/or expanded high-tech programs and business and industry job training. Of particular benefit have been the categorical appropriations from the Employment Security Special Contingent Fund to upgrade applied technology faculty and equipment.

However, the second year of the lid will be much more difficult, if not devastating, without commensurate increases in State-aid for the biennium. Community College enrollment has again grown, up 2.93% across the system and as much as 12.81% in one Area in the last fiscal year. In addition, inflation is running at approximately 5%, not counting significant increases in energy costs. Moreover, business and industry require additional job training for the technical workforce (Recommendation #4 from the Governor's Small Business Conference, held in Grand Island on October 25, 1990) and at both the state and federal level there are requests for additional cooperative efforts between community colleges and high schools to accelerate technical education. And, like the University and State Colleges, Community College salaries for both faculty and staff will need on-going strong emphasis if the State is to continue the progress begun two years ago, when Nebraska's Community College's were ranked next to last in the country in average salary, and when starting salaries at some Colleges were lower than those at many high schools in the same region. If State-aid is not available to offset the 4% lid, the Colleges could find themselves in the same situation they faced in the mid-1980s, forced to reduce programs at a time when there are significant new demands for services which are uniquely theirs.

College efficiency: In the Spring of 1990, the Community Colleges commissioned an efficiency study by the National Center for Higher Education Management Systems (NCHEMS), an independent consulting firm in Boulder, Colorado. The purpose of the study was to identify areas in which the Community Colleges might significantly improve the efficiency of their operations, both individually and as a system. Comparisons of Community College operations were made at two levels. On one level, the individual institutions were compared among themselves and to other non-Nebraska colleges, and on another level, the entire system was rated against other states and national norms. NCHEMS is particularly well suited to this type of study, having access to the major data bases on which comparisons of institutions, states, and regional and national standards can be made.

The final report, delivered in February 1991 to the NTCCA Board of Directors and Area Presidents, includes seven separate analyses, one for each individual Area, and one for the system as a whole. The report

made two general, noteworthy conclusions. First, the consultants concluded that:

> *The difference in resources (among the six Community Colleges) notwithstanding, none of the six institutions are noticeably inefficient overall. None are in the "wrong place" on all or even a majority of the dimensions examined in the study. They are either near benchmark levels for expenditures per students or well below those levels. Most can point to significant cost cutting measures undertaken in the past few years* (p. 4).

This conclusion should be reassuring to Legislators and Area Board members alike, because it reflects the general good stewardship and effective operation of the Community College system. The report does note some specific areas where efficiency might be increased, and every Area Board will be reviewing its individual report to identify possible areas for improvement. However, this general conclusion should reassure Legislators in the fundamental soundness of current College operations, organization, structure, and practices, particularly as the Appropriations Committee and Legislature approach the system budget request for the next biennium.

The second observation is equally revealing. The consultants compared the six Community Colleges to national standards and peer groups, including the National Association of College and University Business Officers (NACUBO) survey, individually constructed peer groups, and a statistical model. The preliminary report states in relation to the NACUBO survey that:

> *The Nebraska institutions are not affluent. For total Education and General expenditures (everything but auxiliary enterprises such as dormitories and student centers) per FTE student, two are close to the average--Central Community College and Mid-Plains Community College. Three others, Metropolitan Community College, Northeast Community College, and Western Nebraska Community College, are below average, although not dramatically. The sixth institution, Southeast Community College, is dramatically below average* (p. 37).

In terms of peer groups, the report concludes:

> *Four of the Nebraska institutions are fairly close to the peer group averages: Central Community College, Metropolitan Community College, Northeast Community College, and Western Nebraska Community College are within 5 percentage points of their respective sample means. Mid-Plains Community College is noticeably below average. Southeast Community College is even further below average* (p. 39).

In comparing actual expenditures per student to the statistical model, the study indicates that:

> *Central Community College and Western Nebraska Community College are somewhat above the predicted levels. Metropolitan Community College is just above the predicted level. Mid-Plains Community College, Northeast Community College, and especially Southeast Community College, are well below predicted levels* (p. 41).

Again, from the standpoint of the Legislature during the FY 1991-93 biennium, these findings indicate that indeed Nebraska's Community College system is certainly not overfunded, and individual institutions may be underfunded.

In combination, the conclusions on efficiency and funding seem to point to several inescapable facts related to State-aid appropriations to the Community Colleges. First, Community Colleges have been concerned with efficient operation and already appear to be doing a good job, and therefore, the Colleges cannot save significant additional amounts through "easy" efficiency measures. Second, despite the largest increase in State-aid in the system's history, the Colleges are currently operating at or below average compared to other institutions. In other words, the State will have to maintain the State-aid funding effort begun in the last biennium to keep the Colleges at average operating levels. Without continuing State-aid increases, the

Colleges will once again be forced to rely more heavily on property taxes and tuition or reduce current programs and services.

The results of the final report will be used by the individual Areas to analyze, and improve where necessary, operations at the Area level, and by the NTCCA Board to make recommendations to improve efficiency at the system level. The study will also provide baseline data for Community College system strategic planning which is scheduled to begin in 1991. This efficiency analysis, and any subsequent improvements, as well as the development of a statewide Community College strategic plan should directly affect Community College budget requests, both for this biennium and in the future.

Equalization Addition to State-aid Formula: In the 1990 legislative session, the Legislature passed LB 143, a bill designed to provide limited property tax equalization among the Community College Areas. The bill resulted from a crisis in the Western Area involving several lawsuits questioning both the differential tax levy authority that allowed the Western and Mid-Plains Areas to have higher levies, and the general equity of the State-aid distribution formula. In response to these issues, the Community College system agreed to adopt an equalization formula as part of the larger distribution formula for FY 1991-92. The result was LB 143. (The existing formula distributed 58 percent of State-aid for a fixed cost base for minimum enrollment and 42 percent for variable costs for enrollment above the minimum – enrollments are weighted more heavily for applied technology programs.)

Prior to LB 143, the Community College system had reexamined the State-aid distribution formula several times over the past decade. However, even after significant changes in 1984 and 1986, the distribution did not satisfactorily address disproportionately high property tax levies among the Areas, especially in the smaller, more western Areas. The previous changes in the formula were designed to shift funds to the Western and Mid-Plains Areas, and did so, principally reducing State-aid to the Metropolitan and Southeast Areas, although Central also lost funding. All of the Areas that lost money agreed to the shifts voluntarily for the general benefit of the system and the specific well-being of Mid-Plains and Western.

Although LB 143 passed, Senator Scott Moore had identified several problems with the bill during legislative debate (a follow-up letter from Governor Kay Orr outlined similar concerns with the legislation and suggested possible changes to correct defects before the FY 1991-92 implementation date.) The basic concerns were that the LB 143 formula encouraged Colleges to maintain or increase property tax levies in order to qualify for equalization aid, as well as to keep costs artificially high in order to increase reimbursement levels. Many Community College Board members also shared these concerns, and were aware that LB 143 was an initial vehicle to establish the concept of equalization which could require modification in the future.

In response to these concerns, the Community College system revised the equalization formula in LB 143 in consultation with Senator Moore and members of the Department of Administrative Services budget staff. LB 693 has been introduced by Senator Moore and includes new equalization provisions which set aside 10% of all State-aid to be divided among Areas based on the capacity an Area has to fund its students from property tax (the less property valuation an Area has per student, the greater the share of the 10% equalization fund that Area would receive). The other parts of the formula include a fixed-cost base which all Areas receive if they have a minimum enrollment, and a variable cost allocation which Areas receive in proportion to the enrollment they have over the minimum. These revisions are designed specifically to address the defects identified both by the Legislature and the Governor. The changes will eliminate the incentives for artificially high levies and costs.

Specifically, the changes will do the following: 1) add a third category for ability to pay based on valuation per FTE; 2) distribute State-aid across the three categories by reducing the base to 52%, variable costs to 38%, and funding ability to pay at 10%; and 3) include a one-year limited hold harmless provision. The revisions will require changes in the Community College statutes. All of these changes have been unanimously supported by the Nebraska Technical Community College Association, the six Technical Community College Areas Boards of Directors, and the Council of Presidents.

The original equalization legislation now in statute requires new appropriations to initiate the formula, and has a $1 million dollar cap. In the initial fiscal analysis, two Areas would have participated in equalization: Western and Mid-Plains. The effect of the new equalization change would still shift significant additional funding to the Western and Mid-Plains Areas and, in addition, would increase funding at Northeast presuming no major changes in enrollment or valuation.

Obviously, the change in the formula is still designed to increase the equity of opportunity across the State. However, coupled with the 4 percent lid on political subdivisions, the change will require new funding in FY 1991-92 to avoid decreases in State-aid to some Areas. The new formula will allow the smaller Areas to bring their funding to more appropriate levels while holding down their reliance on property taxes.

However, unless at least $1.5 million in new State-aid funding were made available in FY 1991-92, the Central, Metropolitan, and Southeast Areas would receive less State-aid than in FY 1990-91. Therefore, the legislation includes a one year "hold harmless" provision, designed to minimize losses to Areas from the changes in the formula. While LB 693 is not yet law, the unanimous support within the Association for what is essentially an internal modification would warrant planning for its passage.

Excessive Increases in Tuition Charges: Furthermore, among Community Colleges in Nebraska, tuition on average has more than doubled in the last decade, and because many Community College students are non-traditional, being older, often with job and family obligations, and able to attend only part-time, they are not eligible for most financial aid. As mentioned above, the Community Colleges have continued to grow, averaging over 2% annually for the last decade. In addition, the national emphasis on productivity, quality control, and technical education all will require increased access to and expansion of Community College programs and services. The telecommunications request for the Community Colleges, submitted as part of the coordinated State package, will allow the Colleges to meet many of these demands.

The level of tuition charged by the Community Colleges is becoming an increasing concern since the Colleges serve many students who cannot attend any other institutions of postsecondary education. While all members of the Area Boards feel that students have an obligation, wherever possible, to fund a portion of their educations, the Boards are concerned that extraordinary increases in tuition levels will ultimately price a number of students out of any opportunity for a college education. The *Low-Tuition Fact Book*, published by the American Association of State Colleges and Universities, describes a number of research findings that directly link tuition rates and college attendance, among them:

> *Most Americans, including the great majority of minority and working-class students, are dependent on low-tuition public colleges for an education.*
>
> *A University of Wisconsin study found that lowering tuition increases the number of students going on to college.*
>
> *A Stanford Research Institute study shows that students from low-income families would be more likely to go to college if tuition were reduced.*

Moreover, because the Community Colleges provide access to the largest proportion of low-income students in Nebraska, it is crucial to keep the Colleges' tuition rates as low as practicable. This obviously requires sufficient State-aid to the Colleges to reduce financial barriers to students. (This also would be a beneficial policy at all levels of public higher education.)

The need to ensure access to Nebraska's Community Colleges has been highlighted by workforce projections for the coming decade. In the past several years, a number of national and state studies have identified labor market shortages and job skills training as one of the most poignant issues of our time related to the ability of business and industry in the state and nation to compete in an increasingly high-tech global marketplace. And the demographics of this marketplace show that by the year 2000, the majority of new entrants to the U.S. workforce will be minorities and women.

... trends in the composition of the workforce point toward a poor fit between the kinds of jobs being created and the people available to fill them. Available workers are most likely to be minorities who have recently finished school or dropped out of school, immigrants, women who have reentered the workforce or existing workers already displaced by technology. Recent experience indicates that these groups are least likely to possess either the skills or the advanced professional training required.

American Potential: The Human Dimension, Business-Higher Education Forum, September 1988

The Community Colleges provide virtually all the public sector higher education technical job training and upgrading for the bulk of Nebraska's workforce. Last year, the Colleges provided occupational assessment, training, and upgrading to nearly 24,000 employees in more than 470 businesses, industries and agencies, and the need is growing (see chart, page 12). The studies recommend that community colleges increase their efforts to respond to this growing need if our state and our nation are able to become more competitive in the world marketplace.

Work-force training and constant retraining — and the larger idea of the work force as an appreciating (or depreciating) package of appropriate (or inappropriate) skills — must climb to the top of the agenda of the individual firm and the nation. ... Our investment in training is a national disgrace. ... Worse, it's getting worse. That is, as the pace of change picks up, the rate at which skills become obsolete — for scientist, machine operator, and actuary alike — is quickening. And only constant training will provide the basis for constant adaptation.

Thriving on Chaos, by Tom Peters, published by Alfred R. Knopf, Inc., 1989

... 91% of the employees using employer-sponsored education plans are taking courses at community colleges, according to a 1985 study by the American Society for Training and Development.

Frank Mensel, federal relations official for ACCT and AACJC, at the 1989 Federal Update Conference on November 9 in Omaha.

It is clear, the investment we make in our Community Colleges will translate into the kind of future we can expect for ourselves and future Nebraska generations. At this critical time in the industrial and social history of Nebraska and the nation, therefore, it is essential that access to Community Colleges, especially financial access through low tuition, not only be maintained but, where possible, increased. However, keeping tuition rates affordable will require additional State-aid to the Colleges, particularly in view of recent enrollment increases at the Colleges, and in respect to the added responsibilities outlined in the Legislature's study on higher education.

Phase II Recommendations of LB 247 Higher Education Study: Community College Board members and Presidents were, on the whole, pleased with the recommendations and observations made in the LB 247 Higher Education Phase II report "Challenges and Opportunities for Nebraska Higher Education ... A Call to Action." In fact, the recommendations made for the system generally reflected the goals for role and mission, planning and coordination which the Colleges had identified in preparation for the study last year.

However, one concern that Board members and Presidents had about the recommendations is the need for increased funding for the new and/or expanded roles described for the Colleges, particularly in increasing access to general education and academic transfer, and giving the Colleges primary responsibility for expanded developmental education programs and services.

The most significant recommendation concerning the Community Colleges made by the report is to allow greater access to educational services traditionally available from Colleges, in particular, basic general education and academic transfer programs. The term "community college" is used nationally to mean a comprehensive two-year institution offering applied technology, academic transfer, and community service programs. These three roles clearly have been functions of the current system since its creation in 1971. Moreover, the role and mission statutes established a decade ago have always recognized the comprehensive

nature of the system by making these functions priorities and responsibilities of the Colleges.

The Colleges have already received some encouragement from UNL to establish articulated developmental transfer programs, as well as special programs to identify and educate Community College students who have the aptitude but lack the background to be engineers and scientists.

There are, however, several major caveats to increased academic transfer programs and basic education courses, including: 1) the cost of complete academic transfer programs, 2) tuition differentials among public higher education institutions, and 3) the current demand for more, not less, technical training beginning in the last two years of high school and continuing through articulated programs in community colleges.

The first concern of some Community College Board members is that if academic transfer programs are mandated at all Community Colleges, costs could increase significantly. To successfully implement the recommendations of the study, the College Boards would suggest that statutory authority be permissive rather than mandatory, permitting academic transfer services throughout Community College Areas both on and off-campus, depending on the need and cost as determined by the local Area Board and the State plan established by the Nebraska Coordinating Commission for Postsecondary Education. Even with the permissive language, however, any significant expansion of academic transfer will require additional funding.

The issue of whether to allow greater access to Nebraska students through additional transfer and basic general education at the Community Colleges, however, has been one less of educational merit and need than of financing and enrollment. Quite bluntly, the major historical reason that academic transfer programs are not universally available across the State, both on and off campus, is the fear that lower cost, comparable lower division education at Community Colleges would drain students away from four year institutions. This is a very real issue, since both public and private institutions are funded through "body count," either by State appropriations which generally have followed enrollment increases, or through student tuition. In the public sector, the use of enrollment to drive appropriations is generally poor public policy, often pushing institutions to enroll students who are not prepared on the one hand, and resulting in overcrowding and poor distributions of students on the other.

At any rate, providing greater access to general basic education courses through the Community Colleges, combined with higher admissions standards at public four year institutions, needs to be approached so that students who are admitted to more selective public four-year institutions do not choose to attend a lower cost Community College solely for financial reasons. The question is how to channel students to the institutions which are most appropriate to their needs, given the recommendations of the consultants. One way would be to use State scholarship funds to assure that needy students admitted to more selective schools would receive priority for some portion of State scholarship dollars so that these students would not choose lower cost institutions for financial reasons alone. The maximum awards could be pegged at the highest public institution tuition rate in the State. At the same time, the Community Colleges could be allowed to hold their tuition rates at moderate levels, thus keeping access for the largest number of students. (The report shows that tuition rates for Nebraska public institutions compared to national rates are below average for public four year institutions and above average for Community Colleges.)

A third consideration in extending academic transfer and basic general education is the dramatic need in the State and nation for technically trained workers. It is almost ironic that a recommendation has been made to expand access to academic education in Nebraska, when this has been the predominant role of community colleges in other states for decades. However, at the current time, according to numerous state and national studies, the training of technical workers must increase in both quantity and quality if the United States is to remain internationally competitive.

> *Education does not stop with a high school diploma or a college degree. "Lifelong learning" is a necessity. Technological innovations earlier in this century served their purpose for decades at a time, but they often become obsolete within years or even months in the 1990s. As a result, our workers must be prepared to upgrade their skills frequently, and our education system must be*

flexible to meet the challenge. ... public expenditures are investments ....
Governor Ben Nelson in his inaugural address, January 10, 1991

The federal government has approved $63 million to fund new legislation establishing the "Tech Prep" program nationwide. Tech Prep is a program that articulates the last two years of high school education with two-year technical programs. Nebraska Community Colleges and the State Department of Education are already moving to develop model programs, and anticipate using telecommunications as a significant delivery method for many smaller rural high schools. Obviously, with this demand and emphasis, the Community Colleges will be forced to balance expanded academic and basic general education programs with increased technical education. However, in many cases, basic general education actually is part of technical training, as well as retraining required by business and industries which are seeking to upgrade their employees.

Thus, increased access to academic transfer and basic general education fits into the larger concept of "Transfer" education when viewed in the light of on-going training and retraining required by changes in technology, job mobility, and a shrinking American workforce. Again, however, all of this will require increased funding at both the State and local level.

NEBRASKA COMMUNITY COLLEGE AREAS
SUMMARY OF 1989-90 ECONOMIC DEVELOPMENT ACTIVITIES

Number of new enterprises/businesses served:	11
Number of existing enterprises/businesses served:	308
Number of organizations/government agencies served:	157
TOTAL BUSINESSES, ORGANIZATIONS, AGENCIES SERVED:	**476**

Prospective & New Employees

Total unduplicated number of individuals served:	2,834

Current Employees

Total unduplicated number of individuals served:	21,067
TOTAL UNDUPLICATED NUMBERS SERVED:	**23,901**

Type of Training

Total number assessed:,	8,048
Total number trained in customized programs:	15,210
Total number trained in regularly scheduled classes:	6,451
Total number enrolled in financial evaluation:	149
Total number referred to JTPA/other services:	118

FACULTY AND STAFF SALARIES AND BENEFITS

The Community Colleges are requesting personal services continuation and expanded budget increases for the six Areas of $6.5 million (10.14%) for FY 1991-92 and $7.1 million (10.08%) for FY 1992-93.

The Community Colleges need significant increases for faculty and staff salaries and benefits to continue the progress made during the last biennium when the Colleges' faculty salaries were ranked 49th out of the 50 states. This low ranking causes difficulties for the Colleges in retaining superior faculty and staff members who can move to business and industry or to colleges in other states offering higher salaries. Obviously, it is also more difficult to attract qualified replacement personnel or faculty and support staff for new programs, especially in allied health and other highly technical fields.

The increases requested would allow significant salary enhancement for College personnel. These increases are comparable to the requirements of the University of Nebraska and the State Colleges who, like the Community College Areas, are concerned that all of their faculty and staff are compensated appropriately, at levels commensurate with their skills and experience, within the limits of available resources. (The table on the following page shows the recent history of salary increases for Community College faculty and staff.)

The Community College Areas were able to give their faculty and staff substantial increases in salary during the current biennium without sacrificing other needs for the first time since FY 1983-84. Previously, the Colleges exercised the prudent use of their resources, especially property taxes, to provide increases. However, these were often still below the rate of inflation, causing a decade-long deterioration in compensation for Community College faculty and staff members. In particular, Area Boards of Governors have tried not to overburden property taxpayers, especially stressed ag producers during the economic downturn of agriculture in the mid-1980s.

With the appropriation in the current FY 1989-91 biennium and the subsequent increases budgeted for faculty and staff salaries, Nebraska's Community Colleges have begun to close the gap between their salary levels and those of other states. However, there is still competitive pressure in retaining and hiring quality faculty and staff. Continued improvement is absolutely essential to maintaining the expertise necessary for quality applied technology education and training, something for which Nebraska's Community Colleges are nationally recognized, particularly in technical programs involving occupational assessment, job training, and retraining. Examples of such recognition include the 1988 national business and industry Outstanding Partnership Award presented to Central Community College-Platte Campus and the Keeping America Working Award presented in 1986 to Metropolitan Community College.

Other recent awards accorded the Colleges testify to the quality of their programs, including a national model program to help farm and ranch families forced to leave production agriculture; the 1988 Award for the Best Automotive Program in the United States; national recognition in 1988 of a new biotechnology program; a nationally recognized environmental laboratory program, whose instructor received the Gustav Ohaus Award from the National Science Teachers Association in 1988; a top-12 1989-90 national rating for a student newspaper; a nationally recognized graphics arts program; and a business instructor who received the 1989 "Woman of the Year" award, the second time the American Business Women's Association has presented the award to this instructor during the last decade. These are a sample of the major awards recognizing programs and faculty at the Community Colleges, but to retain and recruit faculty responsible for such programs will require ongoing commitment at both the State and local levels.

NEBRASKA COMMUNITY COLLEGE AREAS
SALARY HISTORY WITHOUT BENEFITS - PERCENT INCREASE
FY 85-86 ACTUAL TO 92-93 PROJECTED

AREA		FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92 (Est.)	FY 92-93 (Est.)
	Contract	4.00%	4.00%	4.00%	5.00%	5.00%	5.00%
Central	Hourly	4.00%	4.00%	4.00%	5.00%	5.00%	5.00%
	Faculty	5.00%	7.00%	11.00%	10.00%	5.00%	5.00%
	Contract	4.30%	5.06%	6.64%	6.80%	10.00%	10.00%
Metropolitan	Hourly	3.17%	5.01%	6.35%	6.90%	10.00%	10.00%
	Faculty	5.05%	5.72%	9.00%	9.00%	10.00%	10.00%
	Contract	4.00%	3.00%	8.50%	8.85%	10.00%	10.00%
Mid-Plains	Hourly	4.00%	3.00%	6.00%	6.50%	10.00%	10.00%
	Faculty	4.00%	3.00%	8.50%	8.80%	10.00%	10.00%
	Contract	4.00%	6.82%	7.35%	7.43%	10.00%	10.00%
Northeast	Hourly	4.00%	7.00%	5.00%	6.50%	10.00%	10.00%
	Faculty	4.00%	7.00%	8.25%	8.25%	10.00%	10.00%
	Contract	5.00%	10.20%	8.25%	8.25%	8.50%	8.50%
Southeast	Hourly	5.00%	10.20%	8.25%	8.25%	8.50%	8.50%
	Faculty	5.00%	10.20%	8.25%	8.25%	8.50%	8.50%
	Contract	3.00%	0.00%	5.00%	5.00%	6.00%	6.00%
Western	Hourly	3.00%	0.00%	5.00%	5.00%	6.00%	6.00%
	Faculty	4.00%	3.00%	7.40%	8.20%	6.00%	6.00%

Additionally, graduates of Nebraska's Community Colleges continue to distinguish themselves in a multitude of career fields. The 1990 Distinguished Alumni Awards, presented at the Nebraska Technical Community College Association's Annual Meeting in February, honored the Nebraska owner of a large diesel repair business, a biomedical electronics technician at an Omaha hospital, the manager of the nuclear engineer station at Westinghouse's Savannah River plant, a former major league baseball player twice nominated for the "Hall of Fame," a successful Nebraska chiropractor, and the chief fire investigator for a major insurance firm. Every year, students at and graduates of Nebraska's Community Colleges bring distinction to the Colleges with their success and their praise. The articulation agreements between the University of Nebraska-Lincoln and other public and private institutions and the Community Colleges likewise reflect the quality of the Community Colleges' students and educational offerings.

However, unless the state's Community Colleges can provide appropriate levels of faculty and staff salary and benefit compensation, their quality is at risk as better offers beckon to these professionals who are at the center of the success of their institutions. The Areas also are concerned that, even if they are able to retain their current instructors, many are reaching retirement age. There is a large "bubble" of older, experienced faculty moving through the system toward retirement at a time when the salary ranges offered by the Colleges may not be sufficient to entice replacement faculty of equal or higher ability, especially in advanced technical fields where the Colleges also must compete with salaries offered by business and industry.

It is vital that the State demonstrate its support for the contributions of Community College faculty and staff and the pivotal role the Colleges play in public higher education in Nebraska at a level comparable to support for employees of the University and State Colleges. This is especially true over the next two years when the Colleges will be under the 4% property tax lid for political subdivisions. The level of State-aid funding for the Community Colleges generally has not kept pace with that of the other public institutions of higher education and is significantly below that envisioned by Legislators when they formed the Community College system in 1971. At that time, the State provided just under 50% of the Colleges' revenue, with the remainder coming from local sources: property taxes and tuition revenue.

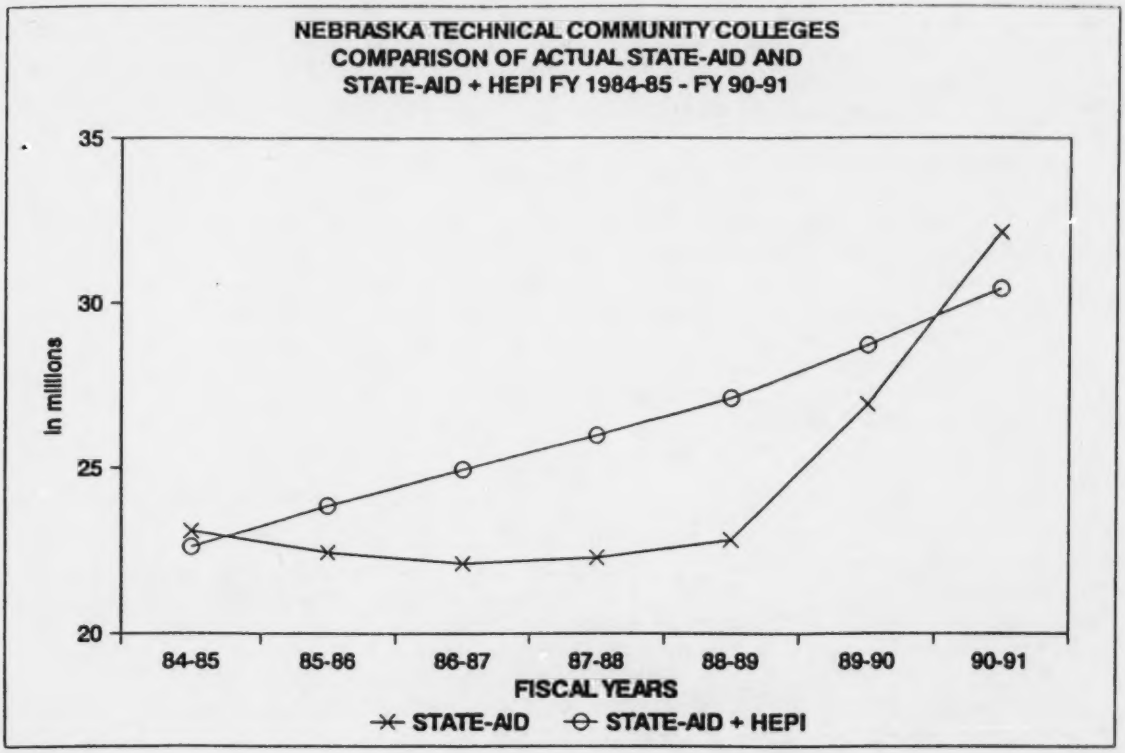
Presently, the State provides 36.8% of Community College budgets, and although the State-aid portion rose in the last biennium, there is greater need than ever for a stable State-aid revenue base for the Colleges in anticipation of possible shifts in the property tax base based on revaluation of agriculture land and/or the loss of the personal property tax. Combined with this unstable tax base, the continuously growing enrollment, the demand for more high-cost high-tech training, and the critical role the Colleges play in economic development through services to business and industry, it is in the State's best interests to continue the financial commitment begun in the last biennium to maintain quality Community Colleges, which train the majority of Nebraska's technical workers.

Health Insurance

Although salaries are obviously the most significant part of personal services, health insurance benefits have had a major impact on both the costs and competitiveness of Community College compensation over the last five years. One of the major forces fueling the HEPI index (see table on following page) has been the significant increased costs in health insurance benefits for employees. As mentioned earlier, providing competitive salaries and benefits is crucial to attracting and retaining quality faculty and staff.

Since personal services expenditures comprise more than 72% of Community College budgets, rate increases for health insurance engender significant budget increases for the Areas. The Community College Areas' expenditures to maintain current levels of benefits rose dramatically during the current biennium as health insurance costs increased 59.9% for five of the six Areas and 48.5% for the sixth (five Areas have the same carrier). The Colleges have made attempts to hold costs down, including raising deductibles, dropping first dollar coverage, and, in one instance, self-funding a portion of coverage.

Given the 4% budget lid, Areas will have no choice but to make major cuts in insurance benefits provided to employees should health insurance rates continue to climb, unless the State appropriates funds to help cover these increases. Any such cutbacks could compromise the Colleges' excellent performance, which, according to the Gallup survey results reported in the consultants' Phase I report to the LB 247 Postsecondary Education Study Committee, reflected a strong perception of quality where "Nebraskans felt that the two-year community colleges in the state were doing 'very well' in meeting the educational needs of Nebraskans." Quality faculty and staff are essential to continuing this excellence.


NEBRASKA TECHNICAL COMMUNITY COLLEGES
COMPARISON OF ACTUAL STATE-AID AND
STATE-AID + HEPI FY 1984-85 - FY 90-91
35
30
25
20
In millions
84-85
85-86
86-87
87-88
88-89
89-90
90-91
FISCAL YEARS
STATE-AID
STATE-AID + HEPI

FACULTY AND EQUIPMENT UPGRADING

The Community Colleges are requesting continuation appropriations for the six Areas of $450,000 per year and an increase of $150,000 (33%), a total of $600,000 each year of the FY 1991-93 biennium, for applied technology faculty and equipment upgrading under Program 99.

The past three years, the State-aid appropriation to the Community Colleges under Program 99 has included funds to upgrade applied technology faculty and equipment, particularly in high-tech areas such as computer integrated manufacturing and robotics, as well as to provide job training. The Colleges are requesting an additional increase of $300,000 for the biennium, as they anticipate even more involvement in customized job training for business and industry. Stagnation or cutbacks in this State-aid funding could hamper efforts to continue the gains made during the latter part of the 1980s, when the economic climate in Nebraska became very favorable for the expansion of existing firms and the attraction of new companies. Loss of momentum in the economy would cause a deterioration of "the good life" of our state.

Again this biennium, the Colleges will be requesting appropriations through the Employment Security Special Contingent Fund (Sec. 48-6216). The Community Colleges do the bulk of postsecondary technical training for the state's workforce and, therefore, the upgrading of both the faculty and equipment of the Colleges is vital to providing advanced technical training that is state-of-the-art. This, in turn, is critical to the competitive positioning of Nebraska business and industry in regional, national, and international markets. Whether it is to produce new technically skilled entrants to the workforce or retrain and upgrade employees of the state's business and industry, Nebraska's economic well-being will, to a great degree, depend on the quality of the Colleges' applied technology education. The 1989 MIT study report, *Made in America: Regaining the Productive Edge*, emphasizes the link between economic growth and education:

> *It is no mere truism that the ultimate resource of an industrial economy is its people. One of the most disturbing ways in which the United States has lately fallen behind other nations is in developing and nurturing the skills of its people. ... There seems to be a systematic undervaluation in this country of how much difference it can make when people are well educated and when their skills are continuously developed and challenged.*

This continuous development of skills and knowledge is even more important for the trainers of the workforce, since the competence and currency of faculty and staff members is central to the quality of the Colleges' training. For faculty and staff to continue to upgrade their skills and knowledge, opportunities must be made available to them for retraining in business and industry, and for attendance at meetings and conferences. However, funding for travel has been restricted in the recent past and, under the 4% lid, could again be limited without continued and expanded funding for this program. (Since it is one of the few discretionary segments of Area budgets, travel for faculty and staff development was hit hard by the budget retrenchments of the mid-1980s.)

The State made a good beginning on funding for faculty and equipment upgrades in the past three appropriations. Nevertheless, the need continues to grow with rapid changes in technology. Faculty and staff need continuous updating to keep current with the technology newly available in their fields, and as the costs for such training rise, the budgets for faculty and staff upgrading must increase as well.

So, too, the Colleges' budgets for equipment upgrades must increase with the higher cost of high-tech instruments. When the drafting program at Southeast Community College converted from drafting tables to Computer-Aided Design (CAD) systems, the costs for the computer systems were 15 times what drafting tables had cost. Despite such huge incremental increases, as industry has embraced computer drafting and design, students must be trained on the new high-tech equipment if they are to find jobs in today's economy. Another example of the enormous equipment investments needed to remain technologically current arose in 1989. Several trucking firms requested that three Community College Areas each purchase a truck driving simulator

at $200,000 apiece, an amount that would have required one-third more than the entire Program 99 appropriation for all six Areas for the year.

The majority of Community College Area Program 99 funds during the 1989-1991 biennium were targeted for travel and training for faculty upgrading and the purchase of electronics and computer equipment: Central added computer integrated manufacturing (CIM) to its offerings; Metropolitan purchased instructional equipment for six programs, including CAD/CAM equipment; Mid-Plains purchased computer equipment for both its North Platte and McCook campuses; Northeast purchased computer equipment for off-campus training as part of its Information Technology Center; Southeast expended its funds to do customized training for business and industry; and Western purchased computers and electronics equipment for its electronics and avionics programs. The Areas also used Program 99 funds to train faculty on the new high-tech equipment.

There are always unique issues which the Colleges are forced to address during a budget cycle. This session, the 4% lid on political subdivisions could undoubtedly combine with higher fuel prices to limit travel and equipment replacement unless the State continues to increase its support through State-aid.

EDUCATIONAL TELECOMMUNICATIONS

The Community Colleges are requesting new/expanded budget increases for the six Areas of $492,000 (100%) for FY 1991-92 and $250,000 (50.81%) for FY 1992-93 for Phases III and IV respectively, of the joint telecommunications request submitted for all education sectors.

The new satellite will expand access and provide a more equitable education system, (NETV Director Jack) *McBride said. ... The potential is so considerable, that we do not fully understand the opportunities that will be present.*

The Lincoln Star, December 5, 1989

OVERVIEW OF COMMUNITY COLLEGE PHASE III & IV BUDGET REQUESTS

The Community Colleges' long-range plan for educational telecommunications is reflected in the Phases III & IV (FY 1991-93 biennium) budget requests. The plan reflects four programming goals and networks: 1) intra-Area, 2) inter-Area, 3) intra-state/sector, and 4) inter-state/international. Most of the capital equipment & facilities reflect joint requests from other sectors, and will be used cooperatively until full capacity is reached. Requests for future phases will cover additional connections among Area learning centers, school districts and ESUs, and businesses, as well as funding for programming and additional technical staff.

Intra-Area: Every Community College Area has multiple campuses and/or learning centers which need to be linked in instructional, administrative, and data networks. These connections are not necessarily dependent on NEB*SAT, however, the connections may be efficiently integrated with the NEB*SAT. Thus, the Phase III & IV budget requests for Central, Metropolitan, Mid-Plains, Southeast, and Western include intra-campus links. In addition, both phases include consulting funds to aid the Areas in designing intra-Area links.

Inter-Area: The Community Colleges, as a system offer over 130 different programs. However, approximately 40% of those programs are offered by only one or two Areas. By using NEB*SAT for shared programming, high cost/low enrollment programs, especially in health care and advanced technology, can be made available within the Community College system without costly repetition. In addition, NEB*SAT offers an opportunity for teleconferencing within the system, which would also save both time and travel expenses. The Phase III request would fund at least one campus in every Area with send/receive capability. This would provide a minimum network for inter-Area sharing. Phase IV funding would link all fourteen major campuses. The consulting funds included in both phases would include designing a plan for the most efficient network among the Areas.

Intra-State/Sector: This is the principal focus for NEB*SAT, and a major emphasis for the unique services provided by the Community Colleges, including: applied technology programs, technical job training and upgrading for business and industry, tech-prep programs with high schools, GED/ABE, high school enrichment, and academic transfer general education. Phase III provides every Area with access to NEB*SAT, and with technical staff to begin programming. Moreover, at sites where the system is already linked (Norfolk, Columbus, Scottsbluff, and Grand Island), Phase III will provide production facilities and staff to augment the CorpNet, MBA, and Medical Center services already in place. In addition, the request in Phase III will provide links for all of the proposed learning centers, three of which are on or adjacent to Community College campuses. Phase IV would connect all fourteen of the College campuses to the system, and provide production capability and technical staff.

Inter-state/International: In establishing the basic network to meet the first three goals for Community College educational telecommunications, Phase III & IV would also provide the foundation for inter-state and international communication. Programs and services from other states and countries would be available to both Community College students and the communities and businesses served by the Colleges. In the increasingly global culture and economy, this vital link will provide the contact and experience necessary to prepare Community College students for the opportunities and professional requirements of a new decade and century, and allow communities and businesses to be competitive in and connected to the global community.

EDUCATIONAL NEED TO BE ADDRESSED AND ACADEMIC PROGRAM PROPOSED

President Bush's follow-up report on the education goals set forth earlier this year notes White House action designed to help achieve the goals. Bush's report cited the AACJC Community College Satellite Network, the recipient of a federal grant, as an example of how the White House is striving to meet the goal of improving adult literacy and lifelong learning:

> *To help advance the role of technology in educational instruction and information, the Department of Commerce's National Telecommunications Network and Information Administration recently installed six satellite uplink earth stations for the American Association of Community and Junior Colleges that will transmit instructional programming in collaboration with the Community College Satellite Network.*
>
> AACJC's The Times, August 28, 1990

The general educational needs to be addressed by the Community College NEB*SAT Budget Request for Phases III-VI are the following:

- Program and Course sharing among Community Colleges: Over 40% of the programs offered by Community Colleges are offered by only one or two institutions. Often there is demand in other Areas. However, high cost or low enrollment, especially in health care technology, does not make it feasible to duplicate programs in every Area. This is particularly true in high technology programs where a single piece of equipment may cost hundreds of thousands of dollars. (For example, in FY 1988-89 several trucking firms requested that three Community Colleges each buy a simulator costing $200,000 and currently, several hospitals in the Western Area are requesting that an ADN program be offered, with some course work being delivered to the hospital sites.) By adapting appropriate programs and courses to distance learning and telecommunications formats, particularly the vocational/technical offerings which are unique to the system, the Colleges will be able to increase access to these programs, many of which are needed for job training and upgrading in business and industry. Specific programs which would have high priority include the following:

  1. Associate Degree Nursing in the Western Area, which has been requested by a number of hospitals for working, place-bound LPN's. (This program could be modeled after, and laddered into the current BSN program delivered by the University in Scottsbluff);

  2. Joint Respiratory Therapy Technician & Physical Therapy Technician Programs in the Central, Mid-Plains, and Western Areas. There is a critical need for skilled technicians in both fields, yet the demand is not great enough in any one Area to justify beginning individual programs. The three Areas have been attempting to fund and develop joint programs over the last several years, and telecommunications could play a significant role in resource sharing and reaching minimum enrollment levels on a sustained basis.

- Job Training and Upgrading in Business and Industry: The Community Colleges are the major providers of job training and upgrading, and occupational assessment upgrading in Nebraska. In the past three years, the Colleges have trained a rapidly increasing number of Nebraska employees,

(17,000 in FY 1986-87 and nearly 24,000 in FY 1989-90) in everything from basic skills to advanced manufacturing techniques. Based on a number of recent state and national studies, the Colleges will be called on even more to provide continual training and upgrading, especially for smaller companies which lack their own training departments, in order for Nebraska business and industry to remain competitive nationally and internationally.

The Community Colleges will provide training in a similar manner to the University's use of CorpNet, through direct on-site delivery. In fact, many of the same companies that will be using CorpNet, will undoubtedly require technical training. Thus, there will be a number of economies in using the same delivery mechanisms and formats, producing an extremely efficient integration of levels of training and education.

Specifically, the Community Colleges will be providing programs in the following areas:

1. Quality control, including statistical process control;
2. "Just In Time" manufacturing processes;
3. Computer programming and operation;
4. Basic skills, including literacy, math, and communications;
5. Computer Assisted Manufacturing; and,
6. Regular course work, suitable for telecommunications leading to specific skills or degrees.

- Developmental and Adult Basic Education: In addition to the basic skills training required by business and industry, the State is faced with the need to provide even more widespread developmental and adult basic education programs. As more students need better preparation to succeed in four-year colleges, and as worker shortages become more acute, the Colleges will need to make developmental programs increasingly available through telecommunications, as well as other delivery modes.

- High School Vocational/Technical Articulation (Tech Prep): Dr. Winifred Warnat, Director of Vocational/Technical Education in the U.S. Department of Education has stated that, "By the turn of the century, less than 30% of our worker population will need a baccalaureate degree. Yet of the 70% who do not, most will need education beyond high school to qualify for job openings." To meet the need for technically trained workers with advanced education, the federal government has passed major funding for the "Tech Prep" section of Carl Perkins Vocational Education reauthorization. Tech Prep is designed to coordinate and articulate the last two years of high school with two years of technical college education, primarily in Community Colleges. If this coordination and articulation are to occur in Nebraska, much of the programming will have to be done through distance learning, especially telecommunications. This has been needed for a number of years throughout the state, particularly in rural school districts, and now the NEB*SAT network makes such coordination and articulation cost-effective. Because the Community Colleges offer most of the technical education in the state, program sharing and development with high schools should be a top priority for telecommunications at the Colleges.

- High School Enrichment and Advanced Placement Education: Each of the Community Colleges is significantly involved in providing high school enrichment and advanced placement education. This involvement will increase substantially through telecommunications.

NEB*SAT
PHASE III AND PHASE IV APPROPRIATIONS REQUESTS
Nebraska Educational Telecommunication Coordinating Council

Nebraska Community College Areas

Area	FY 91-92 Capital	FY 91-92 Operations	FY 92-93 Capital	FY 92-93 Operations
Central				
TV Classroom	25,000	0	25,000	0
1 FTE	0	25,000	0	25,000
1 FTE				25,000
Metro				
Send/Receive	146,000	0	0	0
TV Classroom	0	0	25,000	0
Mid-Plains				
Send/Receive	91,000	0	0	0
TV Classroom	0	0	25,000	0
0.5 FTE	0	12,500	0	0
1.0 FTE	0	0	0	25,000
Northeast				
TV Classroom	25,000	0	0	0
0.5 FTE	0	12,500	0	0
1.0 FTE	0	0	0	25,000
Southeast				
Send/Receive	91,000	0	25,000	0
TV Classroom	0	0	0	0
0.5 FTE	0	12,500	0	0
1.0 FTE	0	0	0	25,000
Western				
Send/Receive	14,000	0	0	0
TV Classroom	25,000	0	0	0
0.5 FTE	0	12,500	0	0
1.0 FTE	0	0	0	25,000
TOTAL	417,000	75,000	100,000	150,000

NEW PROGRAMS

The Community Colleges are requesting expanded budget increases for the six Areas of $273,054 for FY 1991-92 and $340,379 for FY 1992-93 for implementation of new programs necessary to regional and state development, and $300,000 for each year of the FY 1991-93 biennium for programs for special populations, the latter to be distributed by grants.

As mentioned, the significant State-aid increase for Community Colleges for this current biennium, though appreciated by the Areas, nevertheless, did not put State-aid appropriations above the rate of inflation over the period of the last seven years. Thus, funding for new and/or expanded programs at the Colleges still is not keeping pace with the demand, especially in five areas identified for funding for the next biennium: allied health fields, cooperative laddered technical programs with high schools, manufacturing technology, customized training for business and industry, economic/community development, and special populations.

Allied Health

New programs are especially vulnerable to stagnant budgets or budget cuts, particularly those with high per-student costs, such as the Associate Degree in Nursing programs. The Areas have found that to attract qualified faculty, they have had to offer higher salaries than for most other programs, and, in some cases, more than had been budgeted. Also, the initial equipment and facilities costs for such programs are significantly higher than for less technical programs. This is often the case for needed new programs, particularly those in high-tech fields, such as allied health, which are critical to the economic well-being of the state, particularly Nebraska's rural areas.

Results of a national poll reported in *The Lincoln Star*'s October 27, 1989, edition illustrates the concern among rural residents about health care: "When rural Americans name their No. 1 concern, it is not corn or cattle. It is health care." This concern was brought home in a story in the *Omaha World-Herald* on June 16, 1990:

> *Some rural people are 'poverty-stricken' when it comes to health care, regardless of their income level, (said) Sam Cordes, head of the University of Nebraska-Lincoln's Agricultural Economics Department. ... Poverty and lack of insurance keep some rural people from obtaining health care, Cordes said. But others are hampered by transportation and distance from obtaining the care they need, whether it be pharmacy services, skilled health care or a hospital and other services, he said. Planners need to look at health care as part of rural development efforts, Cordes said, although even a strong rural economy doesn't guarantee that an area will have good rural health care ... some people involved in rural development see a local or area hospital as a tool to attract local industry, Cordes said.*

The need to train nurses, especially for rural Nebraska, is well-documented. In a Page 1 story in *The Lincoln Star* on August 18, 1990, John Roberts, director of policy development for the Nebraska Hospital Association, reported on the findings of the association's annual survey, which accentuates the essential nature of the Colleges' ADN programs:

> *'The nursing shortage is a real thing here in Nebraska,' said Roberts, director of policy development for the Nebraska Hospital Association. And it is predicted to get worse. By the year 2000, the state is expected to need 4,200 nurses more than they will have. The U.S. is in its fourth year of a nursing shortage, with an average nationwide nursing vacancy rate of about 10 percent. In Nebraska, vacancy rates for registered nurses ranged in December 1989 between 4.7 in the southeast region to 11.8 in the Omaha area to 15.2 in the Panhandle. Anytime a vacancy rate exceeds 10 percent at a particular hospital, it is considered a serious shortage and can disrupt*

the quality of care offered at the hospital, Roberts said. If the need by hospitals isn't enough, nursing homes made the crisis even more acute in October when the federal requirement for 24-hour registered nursing care went go into effect. At that time, Nebraska will see the need for RNs increase by more than 700, according to the Nebraska Healthcare Association.

A July 7, 1990 editorial in *The Lincoln Star* reported that in a survey in January, "the Nebraska Health Care Association discovered that the 136 nursing homes that responded had 180 unfilled nursing positions. They will need an additional 700 nurses now that the new federal rules have taken effect. In late spring, nursing home directors were calling Pat Snyder, head of the association, in desperation. In just one day, three directors reported that 30 days of advertisements failed to draw any candidates." Also, a story in a Wichita, Kansas, newspaper in July reported that "many experts on rural health care think ARNPs (Advanced Registered Nurse Practitioners) and other mid-level practitioners such as physician assistants could become the primary deliverers of care in rural Kansas - filling the void left when doctors retire or flee as part of the urbanization of the medical profession." This could be the case in Nebraska, as well.

With the shortage come enhanced enticements to nurses, which translate into higher health care and consumer costs, as the editorial pointed out. *The Lincoln Star* story reported that "some hospitals are offering 'teachers' schedules' of nine months on, three months off for nurses who will work nights; $21 an hour for critical care nurses who will work 12-hour weekend shifts; $2,000 per year retention bonuses; and $8,000 signing bonuses."

Moreover, nursing is not the only shortage evident in the allied health field. Reports from the Bureau of Labor Statistics of the U.S. Department of Labor forecast a growth of 68% in the employment of physical therapy assistants between 1982 and 1995, and said this field "... will grow faster than medicine, nursing and other allied health fields." The Nebraska Department of Labor expects that employment of physical therapy assistants will increase by 14% between 1986 and 1991. An editorial in *The Lincoln Star* on July 18 highlighted the difficulty of hiring physical therapists and painted a bleak picture for rural health care in general:

Services at some hospitals have been cut and patients forced to go elsewhere because of a shortage of health professionals, a Nebraska Hospital Association survey said. While nursing shortages have grabbed the most attention, hospitals are starting to run into serious problems in hiring allied health staff, the survey found. Allied health professionals comprise 60% of health care employees. Physical therapists are the most difficult staff to find, the hospitals reported. Half of all hospitals said it takes more than three months to hire a physical therapist. Shortages of physical therapists likely will get even worse when new federal regulations go into effect this year, said John Roberts, director of policy development for the hospital association. The regulations will require nursing homes to provide physical therapy. Other hard jobs to fill are radiologic technologists, respiratory therapists, nurse anesthetists and medical laboratory technicians, the survey found.

Many of these positions are filled by graduates of Community College programs. And one factor important to providing allied health professionals in rural areas is that most students attend a Community College within their Area and most graduates take jobs in the Area of their College, whereas that cannot be said for other sectors of higher education in the state.

Like nursing, these other allied health programs are high in per-student costs and are jeopardized when budgets become too restrictive. Adequately funding the Community Colleges to provide for critical needs identified within their Areas, particularly for allied health fields in rural Nebraska, clearly is in the best interests of Nebraska and its citizens.

"Tech Prep" Community College-High School Cooperative Programs

Cooperation between sectors of education can dramatically reduce per-student costs, especially for public secondary schools where Nebraska's Community Colleges now provide applied technology programs

that would be duplicated many times if the schools had to provide them independently. The Colleges also can help provide any of the high-cost, high-tech programs that otherwise would not be available to secondary students. Additionally, such cooperative programs benefit secondary school students by allowing them opportunities to get a jump on college credit. That is the basis for the Tech-Prep allocations of the Perkins Act reauthorization that cleared Congress in 1990 which targeted $63 million in new federal funds for technical and community colleges to link applied technology education with secondary schools. However, the funding by Congress will be only a start. Major national studies have highlighted the deficiencies in high school vocational education and recommend such cooperative programs as a way to better prepare students for employment, as well as cut education costs.

> *Though high school vocational education in the United States has been supported by the federal government for over 70 years and enrolls about five million students annually, it has a very disappointing performance and is not generally viewed as a viable preemployment training system. Employers do not see vocational high school programs as a prime source of skilled or even trainable workers.*
>
> Made in America: Regaining the Productive Edge, MIT, 1990.

Particularly needed, according to national and state studies and surveys of business and industry, are workers who are computer-literate. Since computers and other high-tech equipment is expensive, many public school systems are unable to accord their students the opportunity for such training.

> *Advanced vocational-technical education is too expensive to put in every school district, especially in small, rural areas. ... Community colleges and high schools must share facilities, possibly use telecommunications for teaching and develop other methods of cooperation.*
>
> January 1990 report on conclusions reached at a vocational education conference of 65 representatives of government, the University of Nebraska, Community Colleges, teacher groups, agriculture leaders, service agencies, state departments and associations.

The acceleration of cooperation between Nebraska's Community Colleges and the state's public secondary schools will provide students some college credits when they leave high school. With additional training in a Community College, these students can become productive, technically trained workers in the increasingly competitive regional, national, and world marketplaces.

Manufacturing Technology

One particular need identified by manufacturers in Nebraska is the lack of skilled technicians in manufacturing processes. Manufacturing technology programs would integrate some existing courses such as electrical and electronics technology, robotics, welding, drafting, and machine technology with training in hydraulics, pneumatics, materials testing and other manufacturing processes. A graduate would then be skilled in the management of technology for manufacturing.

> *For too long business schools have taken the position that a good manager could manage anything, regardless of its technological base. If technological judgments were necessary, experts could be consulted, but it was not essential for top executives to understand the technologies they were investing in or managing. ... It is now clear that this view is wrong. ... A solid understanding of how to combine the technical, organizational, and human dimensions of the innovation process is at the heart of effective technology management.*
>
> Made in America: Regaining the Productive Edge, MIT, 1990.

> *More than ever, business needs people who know how to synthesize information, see new relationships between seemingly disparate facts and come up with creative solutions to complex problems.*
>
> John Clendenin, board chairman and CEO of BellSouth and board chairman of the U.S. Chamber of Commerce, at a State Chamber meeting in Lincoln on Feb. 1, 1990

Computer Integrated Manufacturing (CIM) is an advanced approach to manufacturing which uses the power of the computer to automate both the handling of data and the physical operations in the manufacturing process. It impacts everything from design to production to shipping to accounting. CIM is being implemented in every type of manufacturing and is one of the "high-tech" changes evolving in Nebraska's manufacturing industry. With this change comes the need for technicians who are prepared to implement and operate their component of a CIM system.

As this and other needs for technicians grow, the Colleges must be ready to respond if the state's business and industry are to remain competitive. State support for this program will be an investment in the future of manufacturing in the state.

Hazardous Material Handling

With growing citizen and business concern, the federal regulations which apply to the handling and disposal of waste, and issues of emergency response and control of hazardous materials, technicians are needed by both public and private entities who are trained in this specialized field. Firms will increasingly need to employ technicians to comply with regulations, and fire departments and other agencies will need technicians to respond to emergency situations involving hazardous materials and to monitor compliance by business and industry.

Training can be done in conjunction with courses already available through the Community Colleges and Nebraska's Public Safety Training Centers.

Customized Training

In 1990, the 14 Community College campuses in Nebraska trained, retrained, or upgraded the skills of 23,901 employees of 476 businesses, industries, agencies, or organizations in the state. The number of employees served has increased 23.2% from 1987 when 19,400 received training. And, there is no letup to the demand, which is steadily growing. As Hudson Institute economist Arnold Packer has predicted:

> *There will be more on-the-job training and greater integration of school systems with work place training. The idea that you could get an education and then be done with it makes less and less sense.*
>
> Sunday Journal-Star, Feb. 4, 1990.

Recent national and state studies call attention to the growing need for employee training for business and industry. Without exception, these studies forecast a massive shortage of technically trained workers essential for economic competitiveness. The most recent survey, done by Towers Perrin, a management consulting firm, and reported in the October 1 issue of "Inside Lincoln Business," an insert publication in the *Lincoln Journal* and *The Lincoln Star*, forecasts "slow population growth over the next 15 years particularly among entry-level employees." The survey shows that shortages are already showing up:

> *What our survey data reveal most clearly is that the workplace of the future is, to a great extent already here .... Seventy percent of the 645 large companies responding to the survey already report varying degrees of difficulty in recruiting technical personnel. Large numbers also cited problems hiring professionals and secretarial and clerical workers. ... Technical employees are expected to be the most difficult group to recruit.*

The report revealed several ways that companies are attempting to adapt to the changes in worker availability, but the report questions whether "enough companies [are] moving fast enough" and reported that only "15 percent of the respondents indicated development of plans to partner with schools for recruiting and training purposes. Another 6 percent said they are planning on-site courses for employees." Currently much of the on-site training in Nebraska is customized programming provided by the state's Community College system. Ideally, all employee training for business and industry would be customized to the specific needs of

the firm, whether done by the firm itself or by a Community College. However, the resources are not always available either from the company or in the College's budget. Too often, small companies, short on resources, train only informally or not at all.

During the spring of 1990, MIT released its book-length report on its study of the lagging productivity of American manufacturers. The book, Made in America: Regaining the Productive Edge, describes the American system of on-the-job training as "following Joe around" and states flatly, "it does not work." The methods employed for training and retraining business and industry employees is given tremendous weight in the book:

> *We have concluded that without major changes in the ways schools and firms train workers over the course of a lifetime, no amount of macroeconomic fine-tuning or technological innovation will be able to produce significantly improved economic performance and a rising standard of living.*

One of the report's four recommendations is to "Adopt major new incentives to train and retrain workers." The report calls for as much on-site employee retraining and upgrading by the firm itself as is possible. However, most Nebraska firms would not fit under that recommendation, the report contends.

> *But unlike the best large manufacturers, whose extensive in-plant training programs provide both special skills and also a more basic education, formal training programs and the development of new skills require resources too great for most small firms. They have to draw on outside educational institutions, cooperative arrangements with other firms and local and state governments, or external labor markets to obtain many of the human resources they need.*

The Business-Higher Education Forum report, "American Potential: The Human Dimension," published in September 1988, drew a similar conclusion and recommended:

> *The full utilization of local community colleges and technical institutes to design and implement training and retraining opportunities on campus and on site, with special attention to the needs of small employers.*

A June 1990 report, "America's Choice: High Skills Or Low Wages!" by the Commission on the Skills of the American Workforce, recommended that American business, schools and government totally overhaul the current "haphazard, incoherent and bureaucratic" system of job training and that there be "a federal requirement that all U.S. firms devote at least 1% of payroll to skills training."

> *A projection by the Nebraska Department of Labor found that in order to maintain basic growth in its economy, the population of the state must increase by 50,000 within the next decade. ... The recurring themes of the Lincoln meeting ... were job literacy and training. ... This problem of labor availability will prompt many companies to "retool their workers with needed skills, just as they would replace outdated technology in a plant," says Jacqueline Baluch, manager of the Nebraska Job Service office in Lincoln."*
>
> Omaha World-Herald, June 22, 1990, in a story on the June 21 labor availability meeting in Lincoln.

Clearly, the responsibility for most of the preemployment training and ongoing retraining and upgrading of Nebraska workers will continue to rest with the state's Community Colleges. Such services often have a direct impact on regional economic development, as was the case when Appleton Electric located in Columbus with assurance that the Community College would train workers for their plant.

It becomes a question of the best utilization of our resources to gain the greatest good for our citizens. However, as the need for job training continues to grow, particularly that of customized training, which is higher in cost, so must the funding.

Economic/Community Development

The Community Colleges' economic and community development services of necessity go beyond just job training, though the costs of such services often are higher. The expertise of faculty and staff has helped several Nebraska communities plan and carry out development efforts. This has engendered a number of projects, some specific to a particular identified need, and some, such as in the Work I projects organized by the Educational Service Units and Central Community College in York and by the ESUs and Southeast Community College in Seward, aimed at a broad approach to economic and community development needs.

At Seward, the Work I meeting on Oct. 19, 1989, brought together representatives of education, industry, business, and area communities. After initial discussions a core group of county participants was formed, and after considering the issues raised, set three goals: 1) to develop a format to get business, industry, government and education talking together, 2) to develop a working relationship among those entities, and 3) to develop a countywide coordinated plan for human resource development to meet present and future needs of Seward County. Three meetings were scheduled and held at which representatives of all sectors and county residents discussed their needs. This is the beginning of what may become an ongoing project in which the resources of education, including Southeast Community College at Milford, will be brought to bear in innovative ways to answer development needs of an entire region.

This comprehensive approach, beginning as it does with extensive fact-finding and large-scale discussions can be used in working with individual firms as well. In an article in the February/March 1990 issue of the AACJC Journal of the American Association of Community and Junior Colleges, Peggy Wuertele, associate dean of community education at Central Community College, notes that "one element of working with business and industry that is often overlooked in the literature when reporting these 'marriages' of higher education to the workplace ... is the crucial role of consultant." Ms. Wuertele explains the complexity of this consulting service as described by J.W. Gilley and S.A. Eggland in Principles of Human Resource Development: objective observer, process counselor, fact finder, alternative identifier and linker to resources, joint problem solver, learning provider or trainer, informational specialist, and advocate, and she counsels would-be consultants on the importance of including all eight roles. "It is vital to the successful partnership between community colleges and business and industry that all roles of the consultant be acknowledged and supported." She also indicates the time and commitment necessary for the Colleges to render this complex service:

> *An understanding of the values and goals of business is critical to the college coordinator or faculty member who attempts the role of consultant. Effective college staff members will make every effort to assess themselves and their image, to do homework on a particular company or industry before working with it, and to find support in the form of time and staff from their college before making the initial contact. ... The role of advocate should be reserved until a relationship is developed and the needs of the client are clearly articulated - usually after several meetings.*

By using a comprehensive approach, more effective solutions are provided for the needs of businesses and communities than come from other simpler training methods. However, it is more costly and time consuming than simple adaptations of programs already offered at the Colleges, and providing comprehensive, integrated services on-site, as is often requested by business and industry clients, also increases expense.

The Colleges also are adept at meeting specific needs. One such "situation specific" project is the cooperative project between Northeast Community College and IBP that helps the company deal with a large influx of Spanish-speaking workers. While the new workers are learning English, supervisors are learning phrases in Spanish to better work-related communication. The class for supervisors is part of a pilot program developed by Northeast Community College that focuses on employee relations.

Very often, the method the Colleges can use to respond is dictated by the willingness of others to help foot the bill. When funding resources are available, the solutions can be very effective and long-term for

community and economic development. Unfortunately, too often in the last seven years, the Colleges found they could not respond in the most effective manner due to the lack of those resources.

Special Populations

Of the new programs increase requested, $300,000 ($150,000 each of the two years of the biennium) will be targeted for special populations, including non-traditional students, minorities and persons of color, the economically disadvantaged, the educationally handicapped, and displaced workers. An important aspect of community college service to non-traditional students and special populations has been the egalitarian expansion of educational opportunity beyond the 18- to 21-year-old sector of college students.

However, these students have greater need for ancillary support services which are costly to the Colleges. By adjusting scheduling, by providing special counseling, developmental programs and child care, and by keeping tuition costs low, Nebraska's Community Colleges attract a disproportionate share of socioeconomically and educationally disadvantaged individuals. This is especially true of the relatively high percentage of single female parents, displaced workers, and homemakers. Now, higher education opportunities in greater degree need to be extended to these groups and to ethnic minorities to provide the qualified workers needed in the next decade and beyond.

The requirements for qualified workers have changed drastically in recent decades. Nearly all jobs today require some training on computers and, almost without exception, call for communication skills in addition to applied technology education. As we enter a period with fewer high school graduates, the unskilled labor force must be readied for employment in the increasingly high-tech workforce.

> *A majority of new entrants to the labor force will be drawn from groups that have historically been disadvantaged. White males will constitute only 15 percent of the new entrants to the labor market* (this) *decade. Three-fifths of the new workers will female. Minority and immigrant workers will constitute larger proportions of the work force. These changes on the supply side of the labor force, when coupled with changes on the demand side for more and different skills, constitute a formidable set of challenges.*
>
> Made in America: Regaining the Productive Edge, Massachusetts Institute of Technology, 1989

While this trend is easily discernible in national statistics, it is not much different from what is happening in Nebraska where we have a growing minority population. Immigrants from Latin America, Asia, Eastern Europe, the Soviet Union, and other unsettled regions of the world are settling in Nebraska as well as in other parts of the nation.

> *Blacks, Hispanics and members of other minority groups are becoming more numerous across Nebraska and are moving in growing numbers to some of the state's smaller cities. The change is perhaps most dramatic in Norfolk, which had 16 blacks and 96 Hispanics in 1980. The U.S. Census Bureau found 196 blacks and 299 Hispanics living in the northeast Nebraska city in April 1990.*
>
> Omaha World-Herald, February 14, 1991, p.1

When the IBP plant in Madison could not find a sufficient number of workers from the surrounding area, it brought in Hispanics, many who of whom could not speak English. As mentioned earlier, Northeast Community College in conjunction with IBP developed a pilot project designed to enhance employer-employee relations.

Though immigrant populations are likely to continue to increase in Nebraska, the largest influx among students at Community Colleges as elsewhere is among women and older, "non-traditional," students. Most Nebraska Community Colleges have a majority of women students. Women also comprise the largest number of economically disadvantaged persons, single parents, and many of these students are older, beginning college

or returning for more education or specific skills upgrading.

Many of these older students, minorities, and women do not have the skills necessary for employment without additional education.

> *Labor economists say that without exception, jobs requiring little education will decline during the 1990s. Opportunities will increase in occupations requiring either a college degree or technical training.*
>
> From a story in the Feb. 4, 1990 edition of the Sunday Journal-Star.

> *In my own company, only about one out of 10 applicants for entry-level positions meet our basic requirements for employment.*
>
> John Clendenin, board chairman and CEO of BellSouth and board chairman of the U.S. Chamber of Commerce, at a State Chamber meeting in Lincoln on Feb. 1, 1990

Literacy and developmental or remedial education become critical in our shrinking labor pool, as more women, minorities, and immigrants enter the workforce lacking the basic skills necessary to be productive workers. In serving these groups, there are many special needs that must be met, particularly among older students, since most older students must effectively balance work, family, and community responsibilities while continuing their education. Also, many are part-time students who attend at night and/or on weekends. Adult students need effective teaching/learning environments, academic advisement, financial aid, and quality child care (often offered through Early Childhood Education programs at the Colleges). As the average age of Community College students in Nebraska, now approximately 29 years of age, continues to rise, these needs must be met to effectively serve these older students.

Generally, Nebraska's Community Colleges have put strong emphasis on developing special programs that include testing, assessment, counseling, and support. The Adult Basic Education (ABE) and General Education Development (GED) Testing programs at the Community Colleges will do much to prepare students for applied technology and academic education. However, with the high school dropout rate climbing, the educational deficiencies in students graduating from high school, and the rising demand for skilled workers in a shrinking labor market, there will be an increasingly greater need for remedial and developmental programs and ancillary services for students with disabilities in this decade and decades to come, particularly for adult students.

Community College success stories abound. Many students who begin their training at Community Colleges find that they are more capable of college work than they had anticipated, studies show. Once successful at basic courses, many decide to continue their postsecondary education at baccalaureate institutions. Many of these students continue in professional academic education such as engineering, for which there is a severe shortage of graduates.

> *Community colleges succeeded in raising the aspirations of students to a significant degree. Only about 65 percent of the community college transfers had entered college with the intention of obtaining a bachelor's degree. ... Community colleges provide an avenue for students who might otherwise not complete the bachelor's degree.*
>
> Washington state study reported in the Association of Community College Trustees' ACCT Advisor, Jan./Feb. 1990.

As the average age of Community College students continues to rise in Nebraska, demands for student services rise as well. This translates into a greater demand for funding to serve the Colleges' student populations as the per-student cost escalates.

SUMMARY & CONCLUSION

The Community Colleges are well positioned to serve Nebraska through the next decade and into the 21st century, thanks in part to the significant increase in State-aid provided in the FY 1989-91 biennium. The applied technology programs and academic transfer services that the Colleges provide, many of which are unique to the system, will be increasingly vital to individuals attempting to better their lives and to businesses striving to be more competitive nationally and internationally.

However, the Colleges will be unable to meet student and industry demand if the pattern of the mid-1980s is repeated, when enrollments grew faster than State-aid and the Colleges were forced on the one hand into an over-reliance on property taxes and tuition for support and on the other hand to defer or eliminate needed programs. The dramatic increases in tuition during this period have been particularly troubling, given the philosophy of open admissions in the institutions, and it is becoming increasingly difficult to maintain affordable tuition for students whose only option for higher education is their local Community College. At the same time, during the mid-1980s, the demand for advanced, state-of-the-art technical training by Nebraska's business and industry community increased geometrically, while Colleges were financially unable to implement many new programs to meet those needs. That is why continued adequate State-aid funding is essential for the Community Colleges, both to keep access open to higher education for the most needy students and to meet business and industry needs for a world class workforce.

The Community Colleges are not simply saying, however, that they should be funded on demand alone, although many studies indicate that this would be justified. In fact, the Colleges have been accountable for the resources entrusted to them by the State, the local taxpayers, and their students. Because of the great demand for the next decade, as well as the stringent budgets in the latter part of the 1980s, many crucial program and equipment needs remain to be met. In this light, the six Nebraska Community College Areas are requesting a combined $7.1 million increase in State General Funds for continuation and new/expanded programs in the first year of the FY 1991-93 biennium and a $7.9 million increase in the second year for critical needs to: 1) continue to make faculty and staff salaries and benefits more competitive, 2) fund educational telecommunications, 3) upgrade applied technology faculty and equipment, and 4) implementing new programs necessary for community, regional, and state economic development.

The new programs described in this Nebraska Community College request are, by no means, the only new programs with identified needs. But they reflect the highest priorities to continue the Colleges' unique role of delivering applied technology and academic transfer educational opportunity for a wide variety of students. As the range of offerings has increased at the Community Colleges in response to Area needs, the Colleges' role in higher education in Nebraska has grown more vital, especially the service to business and industry, so essential to the well-being of the state's economic development.

> *Seventy to 80 percent of all jobs do not require a four-year degree, 65 percent of all college graduates do not enter the work force in their area of degree ... (and) business and industry is screaming for a fundamentally sound worker who can read, write, add, subtract, communicate and solve problems.*
>
> January 1990 report on conclusions reached at conference of 65 representatives of government, the University of Nebraska, community colleges, teacher groups, agriculture leaders, service agencies, state departments and associations.

> *The key to meeting the challenges of an increasingly technical economy is human resource development. ... The work force will require significant levels of postsecondary education and training. ... In particular, our young people need to be better prepared for the world of work .... This will mean better training in basic skills, greater awareness of career options, and stronger linkages between classroom curricula and workplace demands. ... Members of a world-class work force will have to keep improving their skills throughout their work lives. Career advancement will only come through skills upgrading and learning new skills. ... Community, technical, and junior colleges are already playing a strong role by providing a broad range of basic academic,*

and specialized occupational skills training to both young and mature workers. I see this continuing and increasing, particularly in assistance to small- and medium-sized firms that individually lack the resources and expertise to train their workers. ... I am very optimistic that we can achieve a world-class work force. Failure to act in not an option in today's environment; and, although the process of change is never easy, I believe that American educators and business and government leaders are ready to close the gap between educational achievement and workplace requirements. ... Total mobilization of our resources at the federal, state, and local levels, in collaboration with full involvement by private-sector partners and community colleges, will assure success in building a quality work force.

Elizabeth Dole, U.S. Secretary of Labor, reported in the AACJC Journal, Oct./Nov. 1990

Nebraska's Community Colleges require an adequate share of resources from the State, in the State-local taxpayer-student partnership in order to fulfill the Colleges' increasingly diverse role and mission.

APPENDICES

A. BUDGET COMPARISON DATA

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SUMMARY OF PROPOSED CONTINUATION & EXPANDED BUDGETS
FY 1989-90 ACTUAL, FY 1990-91 BUDGET,
FY 1991-92 AND FY 1992-93 CONTINUATION & EXPANDED REQUEST

FY 89-90 Actual	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% of Total
Pers. Services	10,209,089	13,657,165	5,411,406	5,713,897	15,790,674	4,971,739	55,753,970	72.78%
Operating Exp	3,761,075	3,947,244	1,798,219	2,194,440	3,711,444	1,628,147	17,040,569	22.24%
Travel	94,779	143,816	115,554	140,523	97,451	182,147	774,270	1.01%
Capital Outlay	466,117	726,881	430,702	313,136	984,239	118,815	3,039,890	3.97%
Total	14,531,060	18,475,106	7,755,881	8,361,996	20,583,808	6,900,848	76,608,699	100.00%
FY 90-91 Budget								
Pers. Services	11,852,275	15,971,596	6,234,056	6,468,615	18,311,931	5,518,978	64,357,451	72.71%
Operating Exp	3,452,716	5,665,373	1,774,609	2,493,494	3,933,409	1,802,819	19,122,420	21.60%
Travel	119,058	151,967	109,203	140,857	136,612	156,417	814,114	0.92%
Capital Outlay	648,014	1,397,361	541,457	290,220	1,098,889	247,692	4,223,633	4.77%
Total	16,072,063	23,186,297	8,659,325	9,393,186	23,480,841	7,725,906	88,517,618	100.00%
FY 91-92 Proposed Continuation Budget								
Pers. Services	12,959,325	17,568,755	6,832,236	7,151,015	20,143,125	6,025,361	70,679,817	73.26%
Operating Exp	3,598,352	6,231,904	1,863,339	2,624,294	4,130,080	1,890,189	20,338,158	21.08%
Travel	122,127	167,164	114,663	147,900	143,443	164,679	859,976	0.89%
Capital Outlay	696,144	1,537,098	568,530	341,256	1,153,834	306,333	4,603,195	4.77%
Sub Total	17,375,948	25,504,921	9,378,768	10,264,465	25,570,482	8,386,562	96,481,146	100.00%
FY 91-92 Proposed Expanded Budget								
Pers. Services	0	40,000	0	38,754	40,000	0	118,754	20.72%
Operating Exp	0	21,000	0	12,900	4,000	70,000	107,900	18.83%
Travel	0	4,000	0	400	1,000	5,000	10,400	1.81%
Capital Outlay	0	100,000	0	31,000	5,000	200,000	336,000	58.63%
Sub Total	0	165,000	0	83,054	50,000	275,000	573,054	100.00%
FY 91-92 Total Continuation & Expanded Budget								
Pers. Services	12,959,325	17,608,755	6,832,236	7,189,769	20,183,125	6,025,361	70,798,571	72.95%
Operating Exp	3,598,352	6,252,904	1,863,339	2,637,194	4,134,080	1,960,189	20,446,058	21.07%
Travel	122,127	171,164	114,663	148,300	144,443	169,679	870,376	0.90%
Capital Outlay	696,144	1,637,098	568,530	372,256	1,158,834	506,333	4,939,195	5.09%
TOTAL	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200	100.00%

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	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% of Total
FY 92-93 Proposed Continuation Budget								
Pers. Services	14,062,215	19,491,561	7,488,973	7,887,772	22,201,438	6,596,902	77,728,861	73.85%
Operating Exp	3,764,985	6,865,081	1,956,506	2,761,884	4,340,785	1,961,452	21,650,693	20.57%
Travel	125,474	184,028	120,396	155,695	151,666	172,913	910,172	0.86%
Capital Outlay	745,514	1,696,248	596,956	387,094	1,216,776	315,399	4,957,987	4.71%
Sub Total	18,698,188	28,236,918	10,162,831	11,192,445	27,910,665	9,046,666	105,247,713	100.00%
FY 92-93 Proposed Expanded Budget								
Pers. Services	0	6,000	0	73,634	43,500	83,400	206,534	32.25%
Operating Exp	0	15,500	0	8,245	8,500	90,000	122,245	19.09%
Travel	0	0	0	1,100	1,500	5,000	7,600	1.19%
Capital Outlay	0	126,000	0	28,000	50,000	100,000	304,000	47.47%
Sub Total	0	147,500	0	110,979	103,500	278,400	640,379	100.00%
FY 92-93 Total Continuation & Expanded Budget								
Pers. Services	14,062,215	19,497,561	7,488,973	7,961,406	22,244,938	6,680,302	77,935,395	73.60%
Operating Exp	3,764,985	6,880,581	1,956,506	2,770,129	4,349,285	2,051,452	21,772,938	20.56%
Travel	125,474	184,028	120,396	156,795	153,166	177,913	917,772	0.87%
Capital Outlay	745,514	1,822,248	596,956	415,094	1,266,776	415,399	5,261,987	4.97%
Total	18,698,188	28,384,418	10,162,831	11,303,424	28,014,165	9,325,066	105,888,092	100.00%
FY 91-93 TOTAL BIENNIUM REQUEST								
	36,074,136	54,054,339	19,541,599	21,650,943	53,634,647	17,986,628	202,942,292	

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SUMMARY OF PROPOSED CONTINUATION & EXPANDED BUDGETS
FY 1989-90 BUDGET, FY 1990-91 BUDGET,
FY 1991-92 AND FY 1992-93 CONTINUATION & EXPANDED REQUEST

FY 89-90 Budget	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% of Total
Pers. Services	10,516,236	14,116,302	5,582,521	5,830,863	16,511,099	5,020,893	57,577,914	72.48%
Operating Exp	3,333,695	5,065,326	1,702,174	2,306,656	3,733,522	1,597,812	17,739,185	22.33%
Travel	106,172	126,218	105,934	125,521	117,635	208,341	789,821	0.99%
Capital Outlay	558,335	784,075	483,187	337,192	1,025,827	144,772	3,333,388	4.20%
Total	14,514,438	20,091,921	7,873,816	8,600,232	21,388,083	6,971,818	79,440,308	100.00%
FY 90-91 Budget								
Pers. Services	11,852,275	15,971,596	6,234,056	6,468,615	18,311,931	5,518,978	64,357,451	72.71%
Operating Exp	3,452,716	5,665,373	1,774,609	2,493,494	3,933,409	1,802,819	19,122,420	21.60%
Travel	119,058	151,967	109,203	140,857	136,612	156,417	814,114	0.92%
Capital Outlay	648,014	1,397,361	541,457	290,220	1,098,889	247,692	4,223,633	4.77%
Total	16,072,063	23,186,297	8,659,325	9,393,186	23,480,841	7,725,906	88,517,618	100.00%
FY 91-92 Proposed Continuation Budget								
Pers. Services	12,959,325	17,568,755	6,832,236	7,151,015	20,143,125	6,025,361	70,679,817	73.26%
Operating Exp	3,598,352	6,231,904	1,863,339	2,624,294	4,130,080	1,890,189	20,338,158	21.08%
Travel	122,127	167,164	114,663	147,900	143,443	164,679	859,976	0.89%
Capital Outlay	696,144	1,537,098	568,530	341,256	1,153,834	306,333	4,603,195	4.77%
Sub Total	17,375,948	25,504,921	9,378,768	10,264,465	25,570,482	8,386,562	96,481,146	100.00%
FY 91-92 Proposed Expanded Budget								
Pers. Services	0	40,000	0	38,754	40,000	0	118,754	20.72%
Operating Exp	0	21,000	0	12,900	4,000	70,000	107,900	18.83%
Travel	0	4,000	0	400	1,000	5,000	10,400	1.81%
Capital Outlay	0	100,000	0	31,000	5,000	200,000	336,000	58.63%
Sub Total	0	165,000	0	83,054	50,000	275,000	573,054	100.00%
FY 91-92 Total Continuation & Expanded Budget								
Pers. Services	12,959,325	17,608,755	6,832,236	7,189,769	20,183,125	6,025,361	70,798,571	72.95%
Operating Exp	3,598,352	6,252,904	1,863,339	2,637,194	4,134,080	1,960,189	20,446,058	21.07%
Travel	122,127	171,164	114,663	148,300	144,443	169,679	870,376	0.90%
Capital Outlay	696,144	1,637,098	568,530	372,256	1,158,834	506,333	4,939,195	5.09%
Total	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200	100.00%

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	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% of Total
FY 92-93 Proposed Continuation Budget								
Pers. Services	14,062,215	19,491,561	7,488,973	7,887,772	22,201,438	6,596,902	77,728,861	73.85%
Operating Exp	3,764,985	6,865,081	1,956,506	2,761,884	4,340,785	1,961,452	21,650,693	20.57%
Travel	125,474	184,028	120,396	155,695	151,666	172,913	910,172	0.86%
Capital Outlay	745,514	1,696,248	596,956	387,094	1,216,776	315,399	4,957,987	4.71%
Sub Total	18,698,188	28,236,918	10,162,831	11,192,445	27,910,665	9,046,666	105,247,713	100.00%
FY 92-93 Proposed Expanded Budget								
Pers. Services	0	6,000	0	73,634	43,500	83,400	206,534	32.25%
Operating Exp	0	15,500	0	8,245	8,500	90,000	122,245	19.09%
Travel	0	0	0	1,100	1,500	5,000	7,600	1.19%
Capital Outlay	0	126,000	0	28,000	50,000	100,000	304,000	47.47%
Sub Total	0	147,500	0	110,979	103,500	278,400	640,379	100.00%
FY 92-93 Total Continuation & Expanded Programs								
Pers. Services	14,062,215	19,497,561	7,488,973	7,961,406	22,244,938	6,680,302	77,935,395	73.60%
Operating Exp	3,764,985	6,880,581	1,956,506	2,770,129	4,349,285	2,051,452	21,772,938	20.56%
Travel	125,474	184,028	120,396	156,795	153,166	177,913	917,772	0.87%
Capital Outlay	745,514	1,822,248	596,956	415,094	1,266,776	415,399	5,261,987	4.97%
Total	18,698,188	28,384,418	10,162,831	11,303,424	28,014,165	9,325,066	105,888,092	100.00%
FY 91-93 TOTAL BIENNIUM REQUEST								
	36,074,136	54,054,339	19,541,599	21,650,943	53,634,647	17,986,628	202,942,292	

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SUMMARY OF BUDGET COMPARISONS BY PROGRAM CLASSIFICATION STRUCTURE
FY 1989-90 ACTUAL, FY 1990-91 BUDGET AND
FY 1991-1993 CONTINUATION & EXPANDED REQUESTS

PCS	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total
1.0 Instruction							
89-90 Actual	6,143,390	7,178,333	3,824,754	4,624,918	12,613,573	2,992,122	37,377,090
90-91 Budget	7,020,552	8,474,907	4,224,547	5,198,245	14,546,505	3,307,825	42,772,581
91-92 Continuation	7,839,686	9,322,389	4,617,651	5,675,392	15,890,282	3,634,978	46,980,378
91-92 Expanded	0	165,000	0	83,054	50,000	255,000	553,054
Sub-Total	7,839,686	9,487,389	4,617,651	5,758,446	15,940,282	3,889,978	47,533,432
92-93 Continuation	8,670,682	10,436,126	5,048,599	6,262,435	17,417,392	3,945,374	51,780,608
92-93 Expanded	0	147,500	0	110,979	103,500	258,400	620,379
Sub-Total	8,670,682	10,583,626	5,048,599	6,373,414	17,520,892	4,203,774	52,400,987
4.0 Academic Support							
89-90 Actual	2,045,725	2,348,396	898,750	587,550	2,047,108	780,100	8,707,629
90-91 Budget	2,245,339	2,806,372	1,005,879	724,755	2,227,189	930,445	9,939,979
91-92 Continuation	2,376,637	3,087,009	1,094,178	785,360	2,424,510	1,018,591	10,786,285
91-92 Expanded	0	0	0	0	0	20,000	20,000
Sub-Total	2,376,637	3,087,009	1,094,178	785,360	2,424,510	1,038,591	10,806,275
92-93 Continuation	2,516,284	3,395,711	1,190,692	857,261	2,640,294	1,110,851	11,711,093
92-93 Expanded	0	0	0	0	0	20,000	20,000
Sub-Total	2,516,284	3,395,711	1,190,692	857,261	2,640,294	1,130,851	11,731,093
5.0 Student Services							
89-90 Actual	989,717	1,565,691	510,374	572,845	1,082,769	600,789	5,322,185
90-91 Budget	1,113,862	1,865,881	618,824	653,665	1,238,346	634,060	6,124,638
91-92 Continuation	1,177,143	2,052,470	649,765	708,551	1,352,130	686,633	6,626,692
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	1,177,143	2,052,470	649,765	708,551	1,352,130	686,633	6,626,692
92-93 Continuation	1,244,393	2,257,718	682,253	767,520	1,476,790	744,730	7,173,404
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	1,244,393	2,257,718	682,253	767,520	1,476,790	744,730	7,173,404
6.0 Institutional Suppport							
89-90 Actual	2,817,689	4,651,251	1,306,371	1,562,670	2,364,711	1,502,406	14,205,098
90-91 Budget	2,888,775	6,168,849	1,512,439	1,794,511	2,709,811	1,644,179	16,718,564
91-92 Continuation	3,025,901	6,785,737	1,626,998	1,995,622	2,937,717	1,760,718	18,132,693
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	3,025,901	6,785,737	1,626,998	1,995,622	2,937,717	1,760,718	18,132,693
92-93 Continuation	3,170,567	7,464,313	1,751,179	2,122,212	3,186,259	1,890,464	19,584,994
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	3,170,567	7,464,313	1,751,179	2,122,212	3,186,259	1,890,464	19,584,994
7.0 Physical Plant							
89-90 Actual	2,187,918	2,429,719	954,852	890,687	2,278,631	861,712	9,603,519
90-91 Budget	2,453,534	3,534,788	1,036,856	910,500	2,526,990	1,044,397	11,507,065
91-92 Continuation	2,606,581	3,888,266	1,116,357	982,454	2,722,243	1,120,642	12,436,543
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	2,606,581	3,888,266	1,116,357	982,454	2,722,243	1,120,642	12,436,543
92-93 Continuation	2,746,263	4,277,095	1,202,598	1,060,076	2,934,150	1,205,247	13,425,429
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	2,746,263	4,277,095	1,202,598	1,060,076	2,934,150	1,205,247	13,425,429

PCS	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total
8.0 Student Financial Services							
89-90 Actual	346,621	301,716	260,780	123,326	197,016	163,719	1,393,178
90-91 Budget	350,000	335,500	260,780	111,510	232,000	165,000	1,454,790
91-92 Continuation	350,000	369,050	273,819	117,086	243,600	165,000	1,518,555
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	350,000	369,050	273,819	117,086	243,600	165,000	1,518,555
92-93 Continuation	350,000	405,955	287,510	122,940	255,780	150,000	1,572,185
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	350,000	405,955	287,510	122,940	255,780	150,000	1,572,185
Total							
89-90 Actual	14,531,060	18,475,106	7,755,881	8,361,996	20,583,808	6,900,848	76,608,699
90-91 Budget	16,072,062	23,186,297	8,659,325	9,393,186	23,480,841	7,725,906	88,517,617
91-92 Continuation	17,375,948	25,504,921	9,378,768	10,264,465	25,570,482	8,386,562	96,481,146
91-92 Expanded	0	165,000	0	83,054	50,000	275,000	573,054
Sub-Total	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200
92-93 Continuation	18,698,189	28,236,918	10,162,831	11,192,444	27,910,665	9,046,666	105,247,713
92-93 Expanded	0	147,500	0	110,979	103,500	278,400	640,379
Sub-Total	18,698,189	28,384,418	10,162,831	11,303,423	28,014,165	9,325,066	105,888,092
FY 91-92 Total	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200
FY 92-93 Total	18,698,189	28,384,418	10,162,831	11,303,423	28,014,165	9,325,066	105,888,092
FY 91-93 TOTAL BIENNIUM REQUEST							
	36,074,137	54,054,339	19,541,599	21,650,942	53,634,647	17,986,628	202,942,292

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SUMMARY OF BUDGET COMPARISONS BY PROGRAM CLASSIFICATION STRUCTURE
FY 1989-90 BUDGET, FY 1990-91 BUDGET AND
FY 1991-1993 CONTINUATION & EXPANDED REQUESTS

PCS	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total
1.0 Instruction							
89-90 Budget	6,298,254	7,421,389	3,901,325	4,744,670	13,205,050	2,910,000	38,480,688
90-91 Budget	7,020,552	8,474,907	4,224,547	5,198,245	14,546,505	3,307,825	42,772,581
91-92 Continuation	7,839,686	9,322,389	4,617,651	5,675,392	15,890,282	3,634,978	46,980,378
91-92 Expanded	0	165,000	0	83,054	50,000	255,000	553,054
Sub-Total	7,839,686	9,487,389	4,617,651	5,758,446	15,940,282	3,889,978	47,533,432
92-93 Continuation	8,670,682	10,436,126	5,048,599	6,262,435	17,417,392	3,945,374	51,780,608
92-93 Expanded	0	147,500	0	110,979	103,500	258,400	620,379
Sub-Total	8,670,682	10,583,626	5,048,599	6,373,414	17,520,892	4,203,774	52,400,987
4.0 Academic Suppport							
89-90 Budget	1,991,667	2,515,202	945,082	584,748	2,057,023	775,216	8,868,938
90-91 Budget	2,245,339	2,806,372	1,005,879	724,755	2,227,189	930,445	9,939,979
91-92 Continuation	2,376,637	3,087,009	1,094,178	785,360	2,424,510	1,018,591	10,786,285
91-92 Expanded	0	0	0	0	0	20,000	20,000
Sub-Total	2,376,637	3,087,009	1,094,178	785,360	2,424,510	1,038,591	10,806,285
92-93 Continuation	2,516,284	3,395,711	1,190,692	857,261	2,640,294	1,110,851	11,711,093
92-93 Expanded	0	0	0	0	20,000	20,000	
Sub-Total	2,516,284	3,395,711	1,190,692	857,261	2,640,294	1,130,851	11,731,093
5.0 Student Services							
89-90 Budget	992,360	1,687,938	547,788	594,125	1,150,186	586,328	5,558,725
90-91 Budget	1,113,862	1,865,881	618,824	653,665	1,238,346	634,060	6,124,638
91-92 Continuation	1,177,143	2,052,470	649,765	708,551	1,352,130	686,633	6,626,692
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	1,177,143	2,052,470	649,765	708,551	1,352,130	686,633	6,626,692
92-93 Continuation	1,244,393	2,257,718	682,253	767,520	1,476,790	744,730	7,173,404
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	1,244,393	2,257,718	682,253	767,520	1,476,790	744,730	7,173,404
6.0 Institutional Suppport							
89-90 Budget	2,713,765	5,370,979	1,329,209	1,685,697	2,386,430	1,579,141	15,065,221
90-91 Budget	2,888,775	6,168,849	1,512,439	1,794,511	2,709,811	1,644,179	16,718,564
91-92 Continuation	3,025,901	6,785,737	1,626,998	1,995,622	2,937,717	1,760,718	18,132,693
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	3,025,901	6,785,737	1,626,998	1,995,622	2,937,717	1,760,718	18,132,693
92-93 Continuation	3,170,567	7,464,313	1,751,179	2,122,212	3,186,259	1,890,464	19,584,994
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	3,170,567	7,464,313	1,751,179	2,122,212	3,186,259	1,890,464	19,584,994
7.0 Physical Plant							
89-90 Budget	2,188,392	2,768,900	929,953	879,482	2,371,394	971,133	10,109,254
90-91 Budget	2,453,534	3,534,788	1,036,856	910,500	2,526,990	1,044,397	11,507,065
91-92 Continuation	2,606,581	3,888,266	1,116,357	982,454	2,722,243	1,120,642	12,436,543
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	2,606,581	3,888,266	1,116,357	982,454	2,722,243	1,120,642	12,436,543
92-93 Continuation	2,746,263	4,277,095	1,202,598	1,060,076	2,934,150	1,205,247	13,425,429
92-93 Expanded	0	0	0	0	0	0	0
Sub-Total	2,746,263	4,277,095	1,202,598	1,060,076	2,934,150	1,205,247	13,425,429

PCS	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total
8.0 Student Financial Services							
89-90 Budget	330,000	327,513	264,800	111,510	218,000	150,000	1,401,823
90-91 Budget	350,000	335,500	260,780	111,510	232,000	165,000	1,454,790
91-92 Continuation	350,000	369,050	273,819	117,086	243,600	165,000	1,518,555
91-92 Expanded	0	0	0	0	0	0	0
Sub-Total	350,000	369,050	273,819	117,086	243,600	165,000	1,518,555
92-93 Continuation	350,000	405,955	287,510	122,940	255,780	150,000	1,572,185
92-93 Expanded	0	0	0	0	0	0	
Sub-Total	350,000	405,955	287,510	122,940	255,780	150,000	1,572,185
Total							
89-90 Budget	14,514,438	20,091,921	7,918,157	8,600,232	21,388,083	6,971,818	79,484,649
90-91 Budget	16,072,062	23,186,297	8,659,325	9,393,186	23,480,841	7,725,906	88,517,617
91-92 Continuation	17,375,948	25,504,921	9,378,768	10,264,465	25,570,482	8,386,562	96,481,146
91-92 Expanded	0	165,000	0	83,054	50,000	275,000	573,054
Sub-Total	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200
92-93 Continuation	18,698,189	28,236,918	10,162,831	11,192,444	27,910,665	9,046,666	105,247,713
92-93 Expanded	0	147,500	0	110,979	103,500	278,400	640,379
Sub-Total	18,698,189	28,384,418	10,162,831	11,303,423	28,014,165	9,325,066	105,888,092
FY 91-92 Total	17,375,948	25,666,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200
FY 92-93 Total	18,698,188	28,384,418	10,162,831	11,303,423	28,014,165	9,325,066	105,888,092
FY 91-93 TOTAL BIENNIUM REQUEST							
	36,074,137	54,054,339	19,541,599	21,650,942	53,634,647	17,986,628	202,942,292

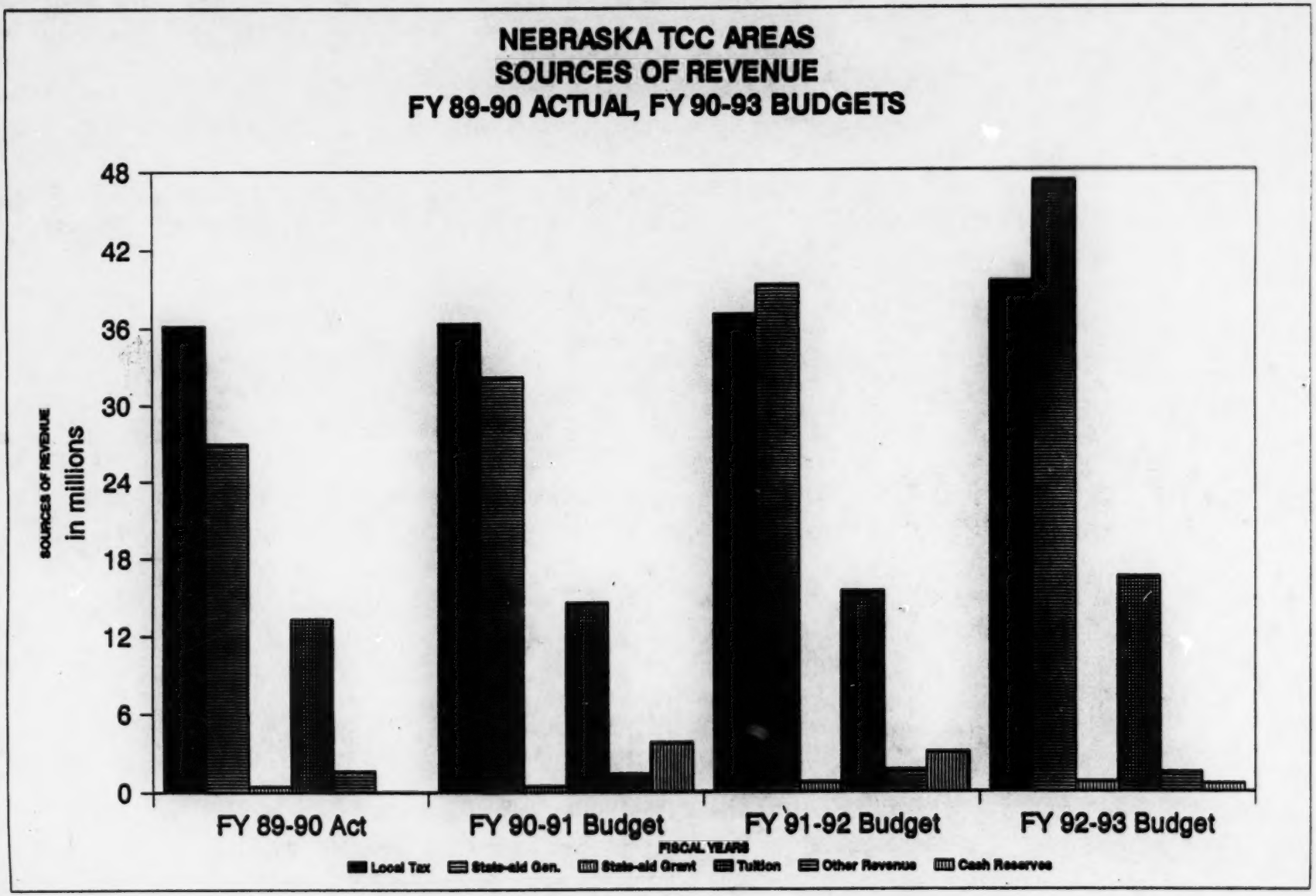
NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
CAPITAL IMPROVEMENT REPORT
FY 1990-91

	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total
General Obligation							
Bond Payment	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0
Principal	0	0	0	0	0	0	0
Final Payment Date	0	0	0	0	0	0	0
Capital Improvements	3,041,886	0	0	1,602,255	0	0	4,644,141
Property Tax Funds	$1,199,190	304,795	667,308	582,221	617,238	569,995	3,940,747
Reserve	1,842,696	0	0	1,020,034	0	0	2,862,730
Total	**$3,041,886**	**304,795**	**667,308**	**1,602,255**	**617,238**	**569,995**	**6,803,477**
Unpaid Principal Balance at June 30, 1989	0	0	0	0	0	0	0

B. REVENUE COMPARISON DATA

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SOURCES OF REVENUE
FY 89-90 Audited, FY 90-91 Budget,
FY 91-93 Continuation & Expanded Requests

Revenue	FY 89-90 Audited	% of Total	FY 90-91 Budget	% of Total	FY 91-92 Budget	% of Total	FY 92-93 Budget	% of Total
Local Taxes	36,151,820	46.11%	36,319,109	41.03%	36,992,865	38.12%	39,409,244	37.22%
State-aid General	26,924,476	34.34%	32,147,767	36.32%	39,207,818	40.40%	47,154,068	44.53%
State-aid Grant	450,000	0.57%	450,000	0.51%	750,000	0.77%	750,000	0.71%
Tuition	13,278,354	16.93%	14,525,610	16.41%	15,424,548	15.89%	16,509,925	15.59%
Other Revenue	1,591,825	2.03%	1,350,873	1.53%	1,666,922	1.72%	1,456,992	1.38%
Cash Reserves	12,733	0.02%	3,724,259	4.21%	3,012,047	3.10%	607,863	0.57%
Total	78,409,208	100.00%	88,517,618	100.00%	97,054,200	100.00%	105,888,092	100.00%


NEBRASKA TCC AREAS
SOURCES OF REVENUE
FY 89-90 ACTUAL, FY 90-93 BUDGETS
SOURCES OF REVENUE
in millions
48
42
36
30
24
18
12
6
0
FY 89-90 Act
FY 90-91 Budget
FY 91-92 Budget
FY 92-93 Budget
FISCAL YEARS
Local Tax
State-aid Gen.
State-aid Grant
Tuition
Other Revenue
Cash Reserves

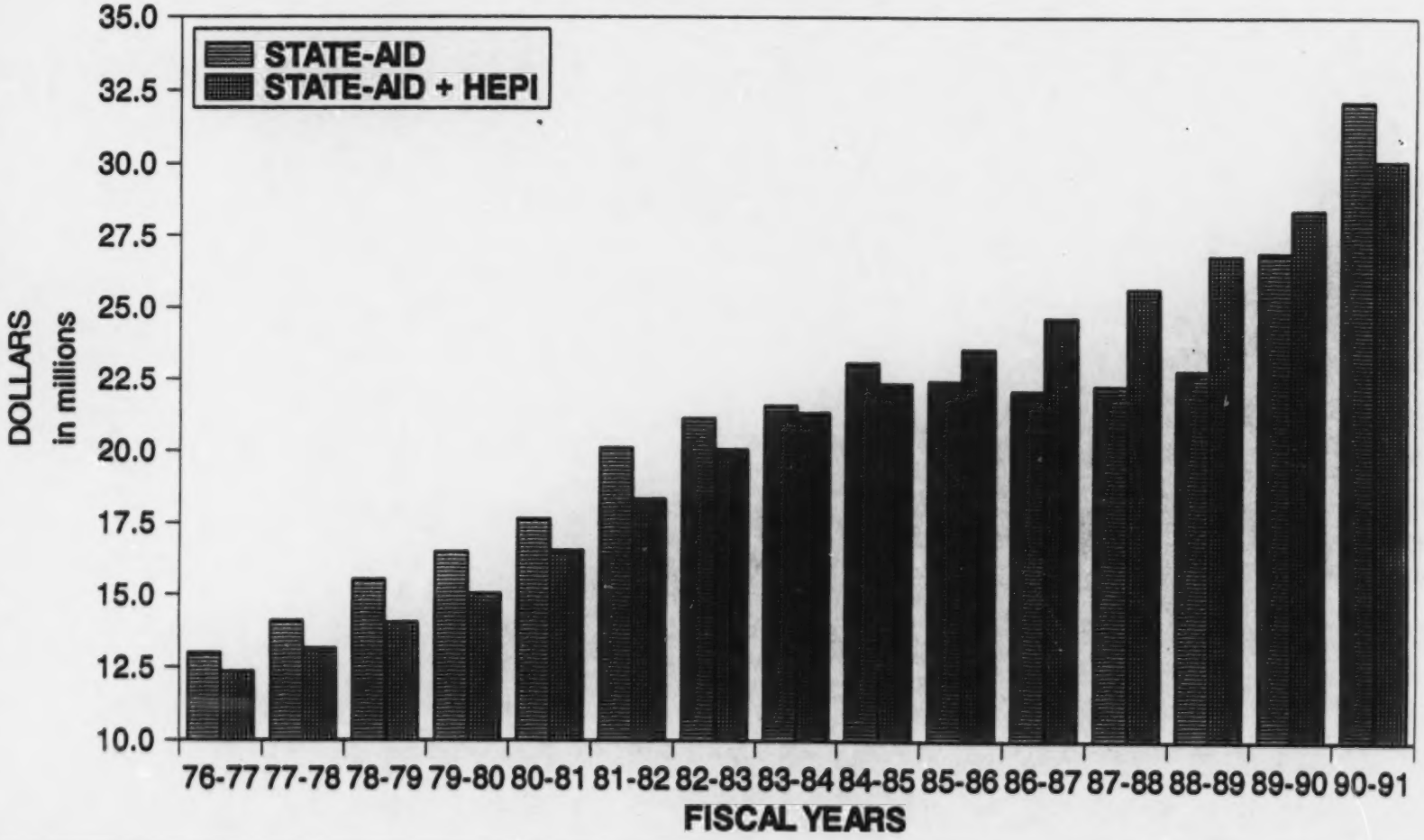
NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
COMPARISONS OF ESTIMATED REVENUE FY 1989-90 ACTUAL, FY 1990-91 BUDGET, FY 1991-92 AND FY 1992-93 BIENIUM REQUEST

Revenue	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% Over Prev. Year
Local Taxes								
FY 89-90 Actual	7,443,996	9,243,946	3,509,849	3,393,955	9,116,378	3,443,696	36,151,820	Base
FY 90-91 Budget	7,197,254	9,814,364	3,619,083	3,441,426	9,029,671	3,217,311	36,319,109	0.46%
FY 91-92 Budget	7,557,117	10,403,226	3,512,986	3,265,068	9,563,530	2,690,938	36,992,865	1.86%
FY 92-93 Budget	8,973,210	11,427,802	3,503,695	3,157,041	9,885,415	2,462,081	39,409,244	6.53%
State-aid General Fund								
FY 89-90 Actual	4,399,199	6,082,372	2,851,684	3,448,322	7,512,362	2,630,537	26,924,476	Base
FY 90-91 Approp	5,072,660	7,644,794	3,339,324	3,990,717	8,935,120	3,165,152	32,147,767	19.40%
FY 91-92 Cont	5,890,464	9,334,400	4,082,534	4,879,992	10,208,952	4,288,422	38,684,764	
FY 91-92 Exp	0	165,000	0	83,054	0	275,000	523,054	
FY 91-92 Sub Tot	5,890,464	9,499,400	4,082,534	4,963,046	10,208,952	4,563,422	39,207,818	21.96%
FY 92-93 Cont	6,988,943	11,920,692	4,889,631	5,808,012	11,956,750	5,053,161	46,617,189	
FY 92-93 Exp	0	147,500	0	110,979	0	278,400	536,879	
FY 92-93 Sub Tot	6,988,943	12,068,192	4,889,631	5,918,991	11,956,750	5,331,561	47,154,068	20.27%
State-aid Grant Fund								
FY 89-90 Actual	75,000	75,000	75,000	75,000	75,000	75,000	450,000	Base
FY 90-91 Appro	75,000	75,000	75,000	75,000	75,000	75,000	450,000	0.00%
FY 91-92 Budget	125,000	125,000	125,000	125,000	125,000	125,000	750,000	66.67%
FY 92-93 Budget	125,000	125,000	125,000	125,000	125,000	125,000	750,000	0.00%
State-aid All Funds								
FY 89-90 Actual	4,474,199	6,157,372	2,926,684	3,523,322	7,587,362	2,705,537	27,374,476	Base
FY 90-91 Approp.	5,147,660	7,719,794	3,414,324	4,065,717	9,010,120	3,240,152	32,597,767	19.08%
FY 91-92 Cont	6,015,464	9,459,400	4,207,534	5,004,992	10,333,952	4,413,422	39,434,764	
FY 91-92 Con/Exp	6,015,464	9,624,400	4,207,534	5,088,046	10,333,952	4,688,422	39,957,818	22.58%
FY 92-93 Cont	7,113,943	12,045,692	5,014,631	5,933,012	12,081,750	5,178,161	47,367,189	
FY 92-93 Con/Exp	7,113,943	12,193,192	5,014,631	6,043,991	12,081,750	5,456,561	47,904,068	19.89%
Tuition								
FY 89-90 Actual	2,083,182	3,391,019	1,085,473	1,491,004	4,216,074	1,011,602	13,278,354	Base
FY 90-91 Budget	2,256,616	3,723,000	1,140,780	1,659,889	4,616,050	1,129,275	14,525,610	9.39%
FY 91-92 Budget	2,256,618	4,020,840	1,238,819	1,768,069	4,898,000	1,242,202	15,424,548	6.19%
FY 92-93 Budget	2,351,946	4,422,924	1,270,577	1,876,054	5,222,000	1,366,424	16,509,925	7.04%
Other Revenue								
FY 89-90 Actual	277,831	510,000	259,613	93,052	370,588	80,741	1,591,825	Base
FY 90-91 Budget	235,000	323,278	309,543	93,052	350,000	40,000	1,350,873	-15.14%
FY 91-92 Budget	240,000	579,096	364,774	93,052	350,000	40,000	1,666,922	23.40%
FY 92-93 Budget	259,089	340,500	374,351	93,052	350,000	40,000	1,456,992	-12.59%
Cash Reserves								
FY 89-90 Actual	1,960,284	-827,231	-25,459	-139,337	-706,594	-248,930	12,733	Base
FY 90-91 Budget	1,235,533	1,605,861	175,595	133,102	475,000	99,168	3,724,259	29,148.87%
FY 91-92 Budget	1,306,749	1,042,359	54,655	133,284	475,000	0	3,012,047	-19.12%
FY 92-93 Budget	0	0	-422	133,285	475,000	0	607,863	-79.82%
Total								
FY 89-90 Actual	16,239,492	18,475,106	7,756,160	8,361,996	20,583,808	6,992,646	78,409,208	Base
FY 90-91 Budget	16,072,063	23,186,297	8,659,325	9,393,186	23,480,841	7,725,906	88,517,618	12.89%
FY 91-92 Budget	17,375,948	25,669,921	9,378,768	10,347,519	25,620,482	8,661,562	97,054,200	9.64%
FY 92-93 Budget	18,698,188	28,384,418	10,162,831	11,303,423	28,014,165	9,325,066	105,888,092	9.10%

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
COMPARISONS OF ESTIMATED REVENUE FY 1989-90 BUDGET, FY 1990-91 BUDGET, FY 1991-92 AND FY 1992-93 BIENIUM REQUEST

Revenue	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% Over Prev. Year
Local Taxes								
FY 89-90 Budget	6,874,314	9,281,636	3,479,887	3,282,653	8,669,721	3,161,459	34,749,670	Base
FY 90-91 Budget	7,197,254	9,814,364	3,619,083	3,441,426	9,029,671	3,217,311	36,319,109	4.52%
FY 91-92 Budget	7,557,117	10,403,226	3,512,986	3,265,068	9,563,530	2,690,938	36,992,865	1.86%
FY 92-93 Budget	8,973,210	11,427,802	3,503,695	3,157,041	9,885,415	2,462,081	39,409,244	6.53%
State-aid General Fund								
FY 89-90 Budget	4,474,200	6,082,372	2,851,685	3,448,322	7,512,362	2,630,537	26,999,478	Base
FY 90-91 Approp.	5,072,660	7,644,754	3,339,324	3,990,717	8,935,120	3,165,152	32,147,767	19.07%
FY 91-92 Con	5,890,464	9,334,400	4,082,534	4,879,992	10,208,952	4,288,422	38,684,764	
FY 91-92 Exp	0	165,000	0	83,054	0	275,000	523,054	
FY 91-92 Sub Tot	5,890,464	9,499,400	4,082,534	4,963,046	10,208,952	4,563,422	39,207,818	21.96%
FY 92-93 Cont	6,988,943	11,920,692	4,889,631	5,808,012	11,956,750	5,053,161	46,617,189	
FY 92-93 Exp	0	147,500	0	110,979	0	278,400	536,879	
FY 92-93 Sub Tot	6,988,943	12,068,192	4,889,631	5,918,991	11,956,750	5,331,561	47,154,068	20.27%
State-aid Grant Fund								
FY 89-90 Budget	75,000	75,000	75,000	75,000	75,000	75,000	450,000	Base
FY 90-91 Appro	75,000	75,000	75,000	75,000	75,000	75,000	450,000	0.00%
FY 91-92 Budget	125,000	125,000	125,000	125,000	125,000	125,000	750,000	66.67%
FY 92-93 Budget	125,000	125,000	125,000	125,000	125,000	125,000	750,000	0.00%
State-aid All Funds								
FY 89-90 Budget	4,549,200	6,157,372	2,926,685	3,523,322	7,587,362	2,705,537	27,449,478	Base
FY 90-91 Appro	5,147,660	7,719,794	3,414,324	4,065,717	9,010,120	3,240,152	32,597,767	18.76%
FY 91-92 Cont	6,015,464	9,459,400	4,207,534	5,004,992	10,333,952	4,413,422	39,434,764	
FY 91-92 Con/Exp	6,015,464	9,624,400	4,207,534	5,088,046	10,333,952	4,688,422	39,957,818	22.58%
FY 92-93 Cont	7,113,943	12,045,692	5,014,631	5,933,012	12,081,750	5,178,161	47,367,189	
FY 92-93 Con/Exp	7,113,943	12,193,192	5,014,631	6,043,991	12,081,750	5,456,561	47,904,068	19.89%
Tuition								
FY 89-90 Budget	2,016,617	3,172,600	1,089,800	1,556,495	4,231,000	1,062,821	13,129,333	Base
FY 90-91 Budget	2,256,616	3,723,000	1,140,780	1,659,889	4,616,050	1,129,275	14,525,610	10.63%
FY 91-92 Budget	2,256,618	4,020,840	1,238,819	1,768,069	4,898,000	1,242,202	15,424,548	6.19%
FY 92-93 Budget	2,351,946	4,422,924	1,270,577	1,876,054	5,222,000	1,366,424	16,509,925	7.04%
Other Revenue								
FY 89-90 Budget	196,319	273,879	246,785	112,998	350,000	37,000	1,216,981	Base
FY 90-91 Budget	235,000	323,278	309,543	93,052	350,000	40,000	1,350,873	11.00%
FY 91-92 Budget	240,000	579,096	364,774	93,052	350,000	40,000	1,666,922	23.40%
FY 92-93 Budget	259,089	340,500	374,351	93,052	350,000	40,000	1,456,992	-12.59%
Cash Reserves								
FY 89-90 Budget	877,988	1,206,434	175,000	124,764	550,000	80,000	3,014,186	Base
FY 90-91 Budget	1,235,533	1,605,861	175,595	133,102	475,000	99,168	3,724,259	23.56%
FY 91-92 Budget	1,306,749	1,042,359	54,655	133,284	475,000	0	3,012,047	-19.12%
FY 92-93 Budget	0	0	-422	133,285	475,000	0	607,863	-79.82%
Total								
FY 89-90 Budget	**14,514,438**	**20,091,921**	**7,918,157**	**8,600,232**	**21,388,083**	**7,046,817**	**79,559,648**	**Base**
FY 90-91 Budget	**16,072,063**	**23,186,297**	**8,659,325**	**9,393,186**	**23,480,841**	**7,725,906**	**88,517,618**	**11.26%**
FY 91-92 Budget	**17,375,948**	**25,669,921**	**9,378,768**	**10,347,519**	**25,620,482**	**8,661,562**	**97,054,200**	**9.64%**
FY 92-93 Budget	**18,698,188**	**28,384,418**	**10,162,831**	**11,303,423**	**28,014,165**	**9,325,066**	**105,888,092**	**9.10%**

NEBRASKA TECHNICAL COMMUNITY COLLEGE
COMPARISON OF ACTUAL STATE-AID TO
STATE-AID + HEPI FY 76 -90



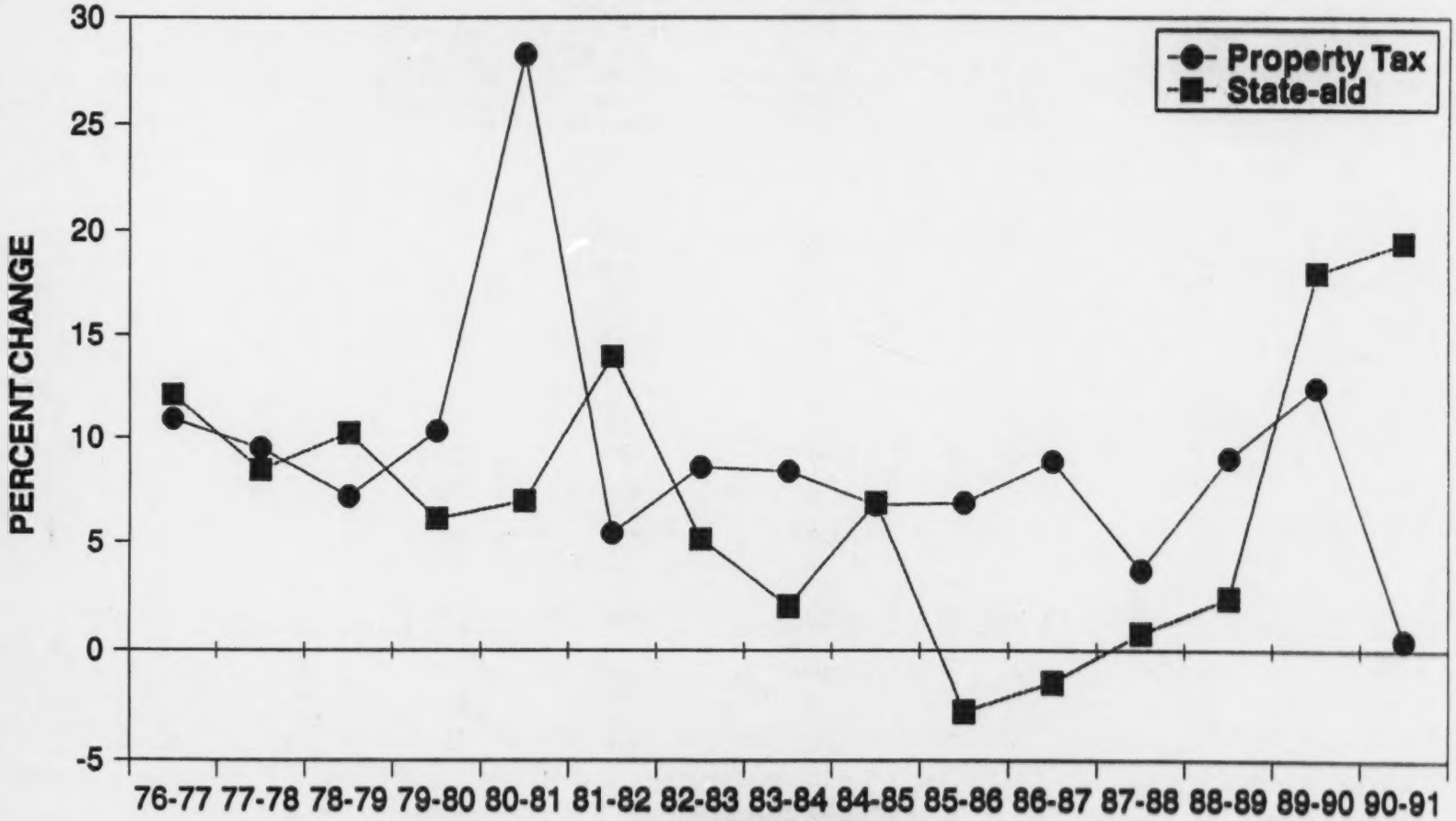
Appendix B-5

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
SIX-YEAR TAX LEVY HISTORY - CENTS PER HUNDRED DOLLARS OF VALUATION
FY 85-86 TO FY 90-91

Tax Levy	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Weighted Average Levy
Operating							
FY 85-86 Cents	7.00	4.63	7.16	5.08	5.65	9.51	5.97
FY 86-87 Cents	7.30	4.94	7.71	5.41	6.60	10.24	6.44
FY 87-88 Cents	7.86	5.54	8.34	6.05	6.60	11.18	6.89
FY 88-89 Cents	7.62	5.54	9.27	6.61	8.25	11.50	7.34
FY 89-90 Cents	7.16	6.45	9.27	6.35	7.55	10.46	7.33
FY 90-91 Cents	6.97	6.42	9.00	6.21	7.30	10.16	7.16
Capital							
FY 85-86 Cents	1.79	0.63	0.83	0.68	0.95	1.12	1.02
FY 86-87 Cents	1.37	0.20	0.89	0.71	0.30	1.53	0.67
FY 87-88 Cents	1.40	0.20	0.95	0.58	0.30	1.80	0.67
FY 88-89 Cents	1.33	0.20	1.12	0.68	0.30	1.80	0.67
FY 89-90 Cents	1.25	0.20	1.07	1.10	0.30	1.64	0.69
FY 90-91 Cents	1.15	0.20	1.03	1.03	0.59	1.80	0.75
Total							
FY 85-86 Cents	8.79	5.26	7.99	5.76	6.60	10.63	6.99
FY 86-87 Cents	8.67	5.14	8.60	6.12	6.90	11.77	7.11
FY 87-88 Cents	9.26	5.74	9.29	6.63	6.90	12.98	7.56
FY 88-89 Cents	8.95	5.74	10.39	7.29	8.55	13.30	8.01
FY 89-90 Cents	8.41	6.65	10.34	7.45	7.85	12.10	8.02
FY 90-91 Cents	8.12	6.62	10.03	7.24	7.89	11.96	7.91
Valuations							**Total Valuations**
FY 85-86	9,852,147,808	12,734,061,044	3,842,042,877	4,951,270,537	10,230,290,703	2,876,180,153	44,485,993,122
FY 86-87	9,295,531,130	13,428,536,537	3,566,568,245	4,772,334,643	10,041,082,463	2,822,059,950	43,926,112,968
FY 87-88	9,060,437,223	13,946,659,160	3,353,026,144	4,689,499,936	10,404,194,854	2,785,948,157	44,239,765,474
FY 88-89	9,009,454,943	14,472,465,257	3,274,263,095	4,718,291,959	10,540,618,929	2,669,738,531	44,684,832,714
FY 89-90	10,175,627,748	15,252,803,452	3,849,331,320	5,280,932,411	12,160,999,930	3,206,344,892	49,926,039,753
FY 90-91	11,064,510,554	15,920,279,574	4,122,190,831	5,652,516,061	12,569,433,713	3,356,940,985	52,685,871,718
FY 91-92 Est.	10,732,575,237	16,557,090,757	4,122,190,831	5,516,888,000	12,569,433,713	3,400,000,000	53,230,113,855
FY 92-93 Est.	10,410,597,980	17,219,374,387	4,122,190,831	5,661,482,000	12,569,433,713	3,400,000,000	54,036,991,485

Appendix B-6

NEBRASKA TECHNICAL COMMUNITY COLLEGES
COMPARISON OF STATE-AID TO PROPERTY TAX
FY 1976-77 TO FY 1990-91



Appendix B-7

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
COMPARATIVE TUITION SCHEDULE
FY 1989-90, FY 90-91, FY 91-92 Proposed

	FY 1989-90 *Cost for 32 Semester Hours*			*FY 1990-91* *Cost for 32 Semester Hours*			*FY 1991-92* *Cost for 32 Semester Hours*			*FY 1992-93* *Cost for 32 Semester Hours*		
	Tuition	*Fees*	*Total*	*Tuition*	*Fees*	*Total*	*Tuition*	*Fees*	*Total*	*Tuition*	*Fees*	*Total*
Central	780.00	128.00	908.00	896.00	128.00	1,024.00	896.00	128.00	1,024.00	960.00	128.00	1,088.00
Metropolitan	832.50	0.00	832.50	877.50	0.00	877.50	877.50	0.00	877.50	922.50	0.00	922.50
Mid-Plains	704.00	35.00	739.00	736.00	35.00	771.00	768.00	35.00	803.00	768.00	35.00	803.00
Northeast	768.00	68.00	836.00	832.00	68.00	900.00	864.00	68.00	932.00	896.00	68.00	964.00
Southeast	862.50	51.00	913.50	922.50	25.50	948.00	990.00	25.50	1,015.50	1,035.00	25.50	1,060.50
Western	912.00	64.00	976.00	1,008.00	64.00	1,072.00	1,114.00	6.40	1,178.00	1,216.00	64.00	1,280.00

Appendix B-8

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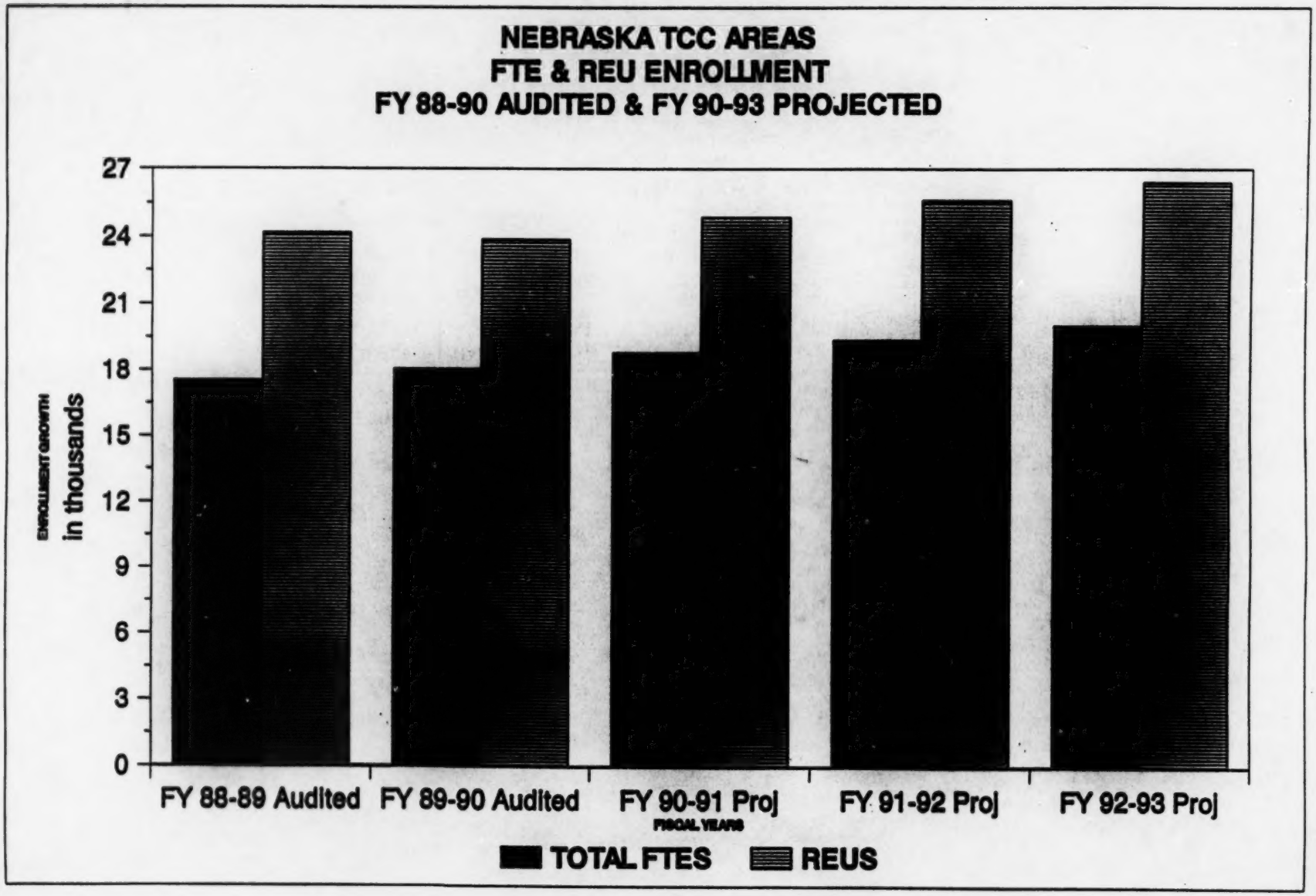
C. ENROLLMENT DATA

Appendix C-1

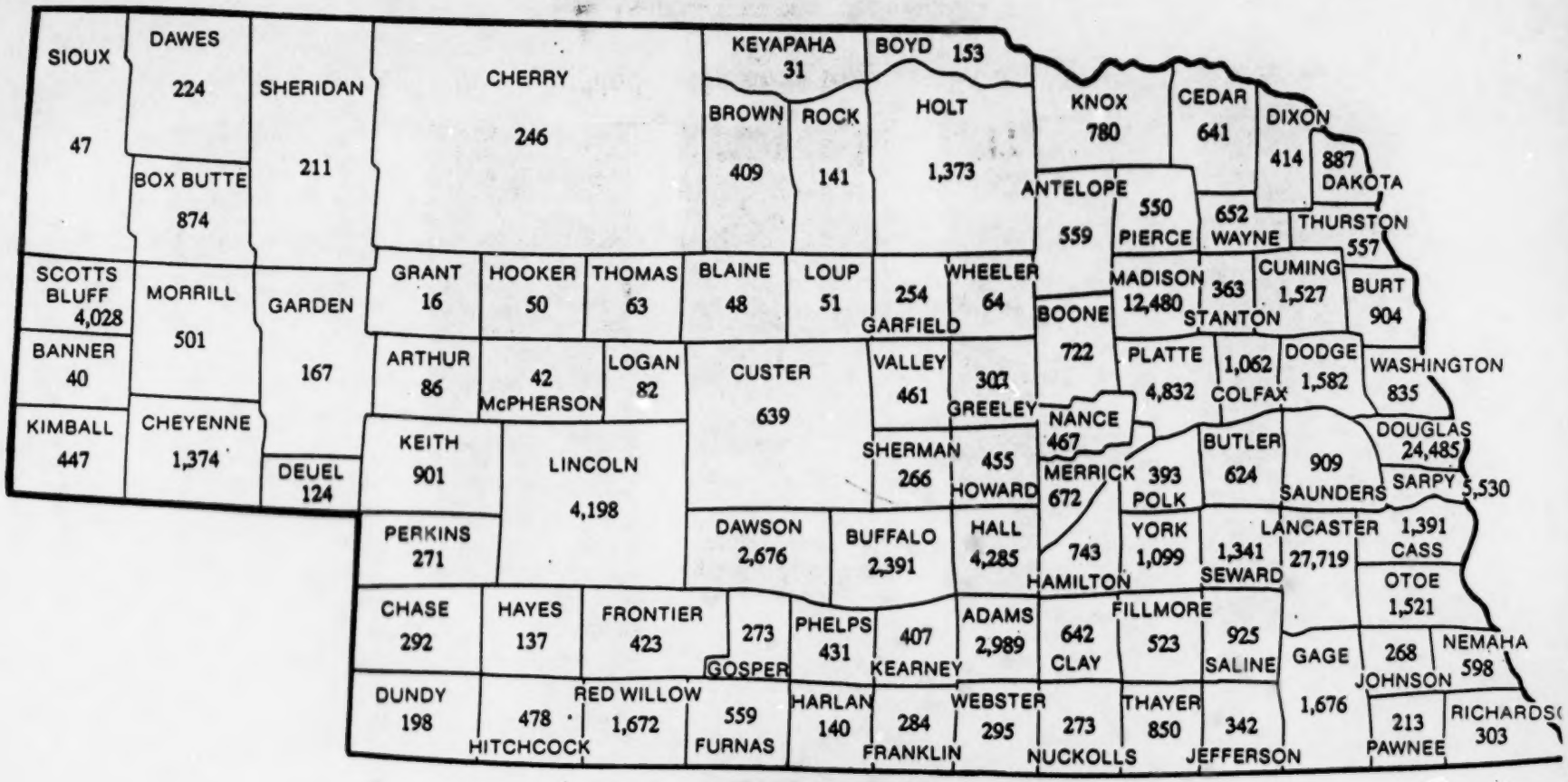
NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
FTE & REU ENROLLMENT FY 88-89 AUDITED, FY 89-90 AUDITED, FY 90-91 & FY 91-92 PROJECTED

	Central	Metro	Mid-Plains	Northeast	Southeast	Western	Total	% Change Over Prev. Yr.
FTE REIMBURSABLE								
FY 88-89 Audited	2,666.61	4,029.52	1,649.92	2,008.97	5,086.61	1,391.97	16,828.60	Base
FY 89-90 Audited	2,662.31	4,496.35	1,609.97	2,008.30	5,362.32	1,413.53	17,552.78	4.30%
FY 90-91 Projected	2,662.00	4,946.00	1,609.97	2,081.46	5,362.32	1,350.00	18,011.75	2.61%
FY 91-92 Projected	2,662.00	5,441.00	1,609.97	2,132.33	5,367.32	1,350.00	18,562.62	3.06%
FY 92-93 Projected	2,662.00	5,985.00	1,609.97	2,178.47	5,397.32	1,350.00	19,182.76	3.34%
FTE NON-REIMBURSABLE*								
FY 88-89 Audited	68.49	89.40	13.70	100.96	413.60	13.91	700.06	Base
FY 89-90 Audited	84.24	150.11	18.04	99.90	413.60	14.44	764.58	9.22%
FY 90-91 Projected	68.50	165.00	18.04	112.82	400.28	14.00	778.64	1.84%
FY 91-92 Projected	68.50	182.00	18.04	121.63	400.28	14.00	804.45	3.31%
FY 92-93 Projected	68.50	200.00	18.04	130.45	400.28	14.00	831.27	3.33%
TOTAL FTE								
FY 88-89 Audited	2,735.10	4,118.92	1,663.62	2,109.93	5,500.20	1,405.88	17,528.65	Base
FY 89-90 Audited	2,746.55	4,646.46	1,628.01	2,108.20	5,500.21	1,427.97	18,041.65	2.93%
FY 90-91 Projected	2,747.00	5,111.00	1,628.01	2,194.28	5,762.60	1,364.00	18,790.39	4.15%
FY 91-92 Projected	2,747.00	5,623.00	1,628.01	2,253.96	5,767.60	1,364.00	19,367.07	3.07%
FY 92-93 Projected	2,747.00	6,185.00	1,628.01	2,308.92	5,767.60	1,364.00	20,014.03	3.34%
REIMBURSABLE EDUCATION UNITS (REUs)								
Year Gen.	**Year used for Dist. of Funds**							
FY 88-89 Aud	FY 89-90	3,862.57	5,617.46	2,181.83	2,843.80	7,717.36	1,929.20	24,152.22	Base
FY 89-90 Aud	FY 90-91	3,770.31	6,167.98	2,144.64	2,798.67	8,112.89	1,956.81	24,951.30	3.31%
FY 90-91 Pro	FY 91-92	3,770.31	6,784.78	2,144.64	2,905.05	8,112.89	1,870.00	25,587.67	2.55%
FY 91-92 Pro	FY 92-93	3,770.31	7,463.26	2,144.64	2,976.07	8,112.89	1,870.00	26,337.17	2.93%
FY 91-92 Pro	FY 93-94	3,770.31	8,210.00	2,144.64	3,042.07	8,112.89	1,870.00	27,149.91	3.09%

*Non-reimbursable FTE include non-credit avocational and recreational courses which are self-supported with no tax funds involved. Also included are courses for the Corrections Division and Adult Basic Ed. Non-reimbursable courses do not generate REUs for State-aid distribution.


NEBRASKA TCC AREAS
FTE & REU ENROLLMENT
FY 88-90 AUDITED & FY 90-93 PROJECTED
ENROLLMENT GROWTH
in thousands
27
24
21
18
15
12
9
6
3
0
FY 88-89 Audited
FY 89-90 Audited
FY 90-91 Proj
FY 91-92 Proj
FY 92-93 Proj
FISCAL YEARS
TOTAL FTES
REUS

NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90

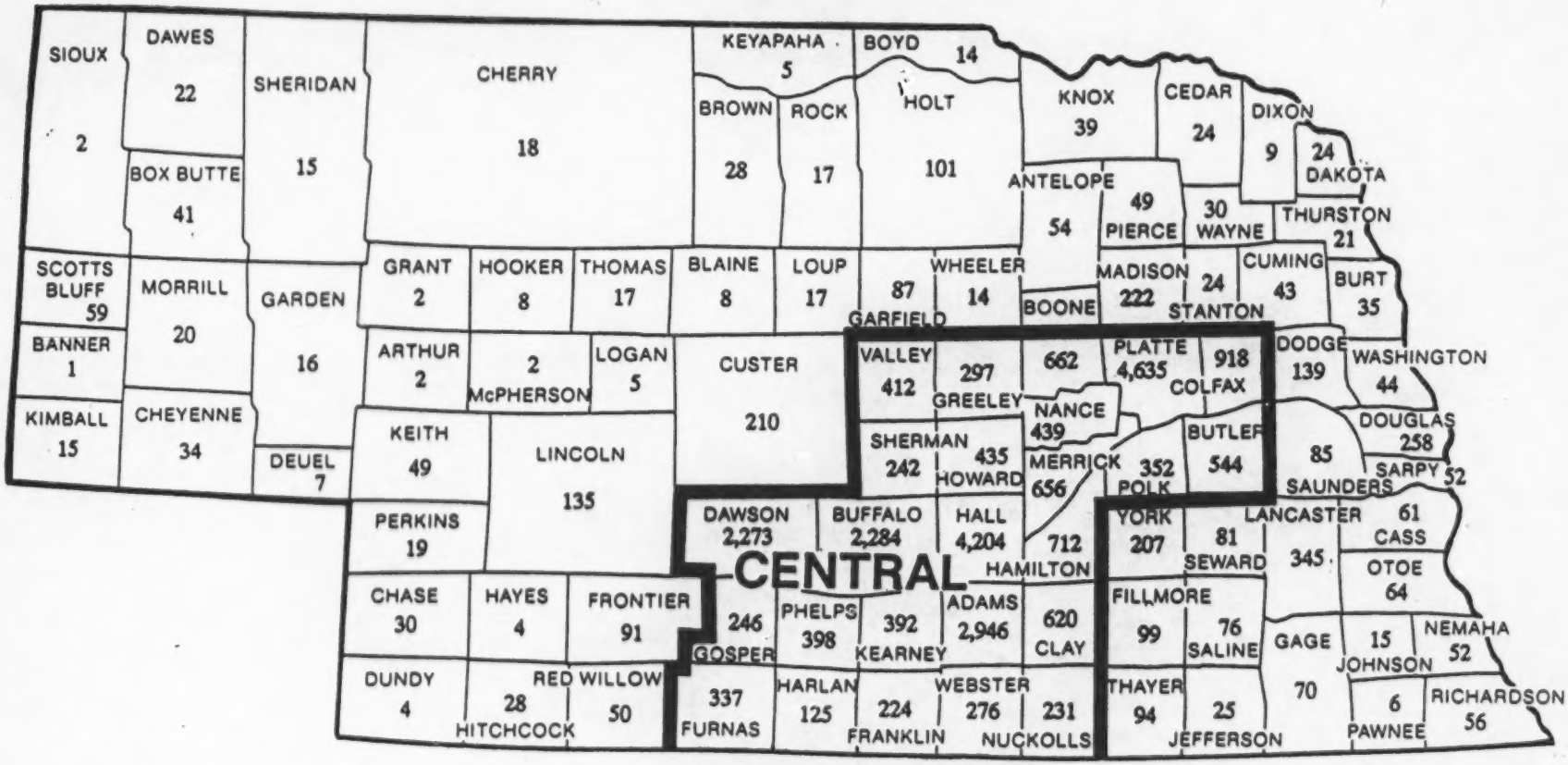


UNDUPLICATED HEADCOUNT:

Total In-State	139,427
Total Out-of-State	2,243
GRAND TOTAL	141,670

Appendix C-3

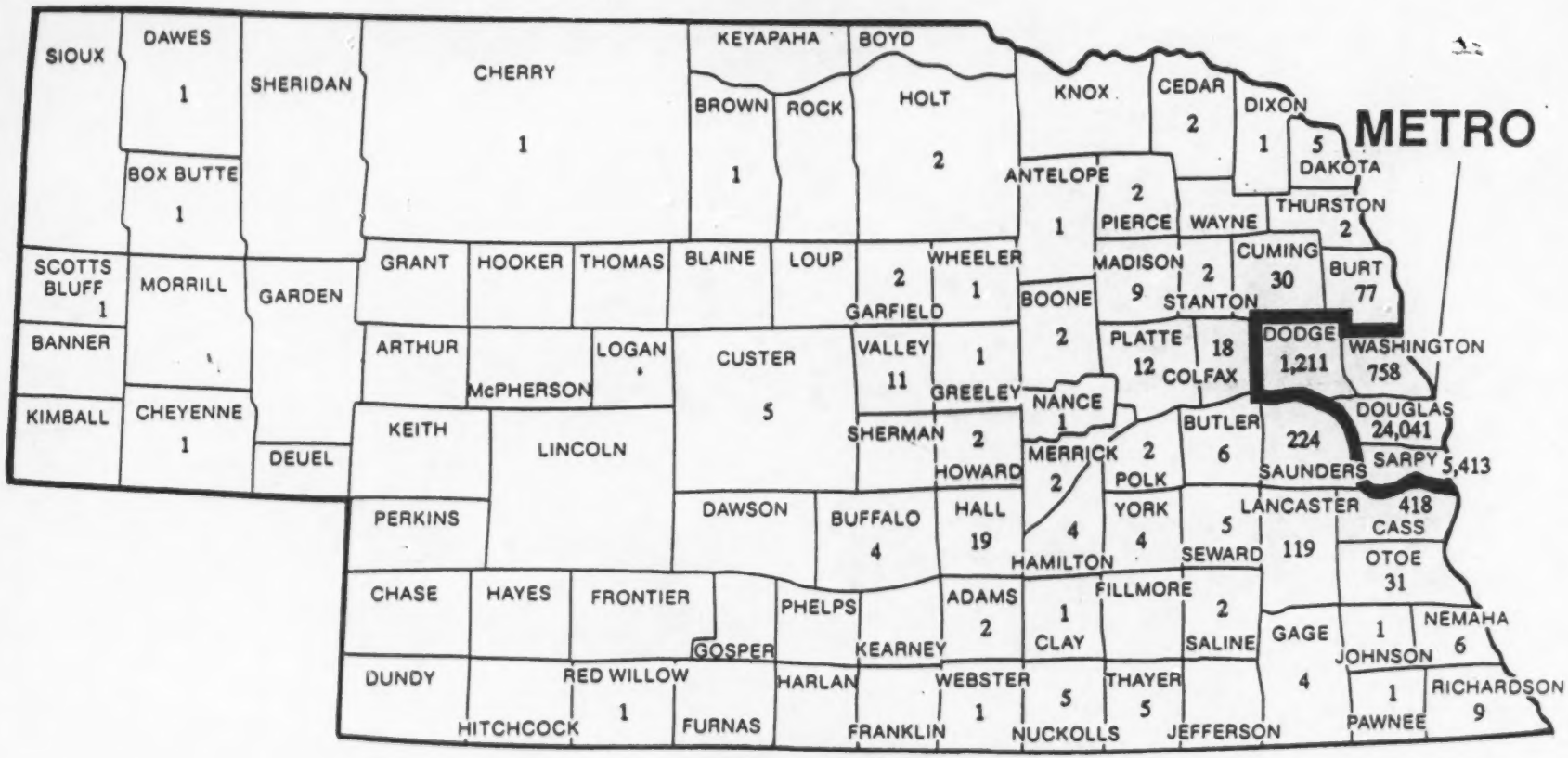
NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90



UNDUPLICATED HEADCOUNT:

Total In-State	28,459
Total Out-of-State	296
GRAND TOTAL	28,755

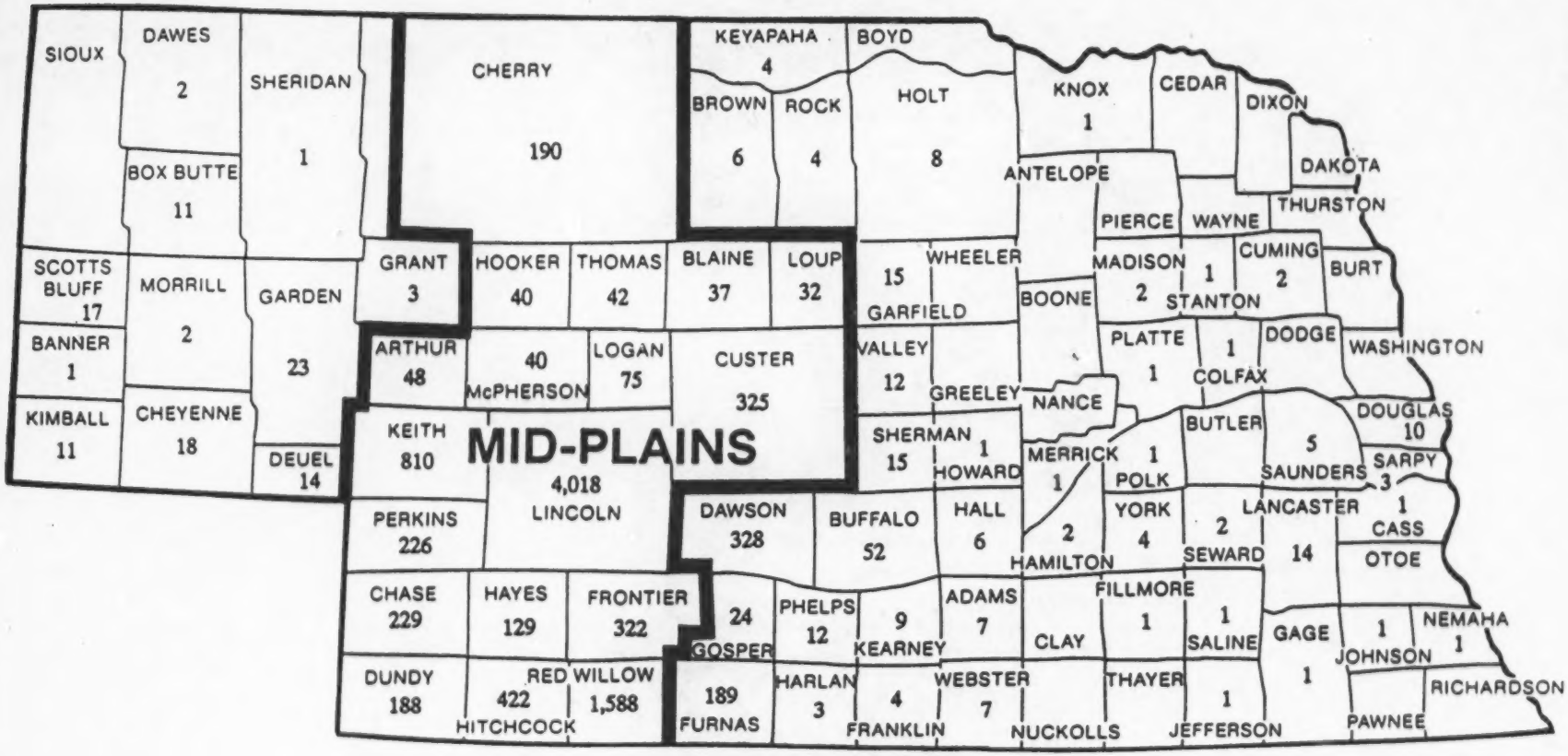
NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90



UNDUPLICATED HEADCOUNT:

Total In-State	32,493
Total Out-of-State	1,118
GRAND TOTAL	33,611

NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90

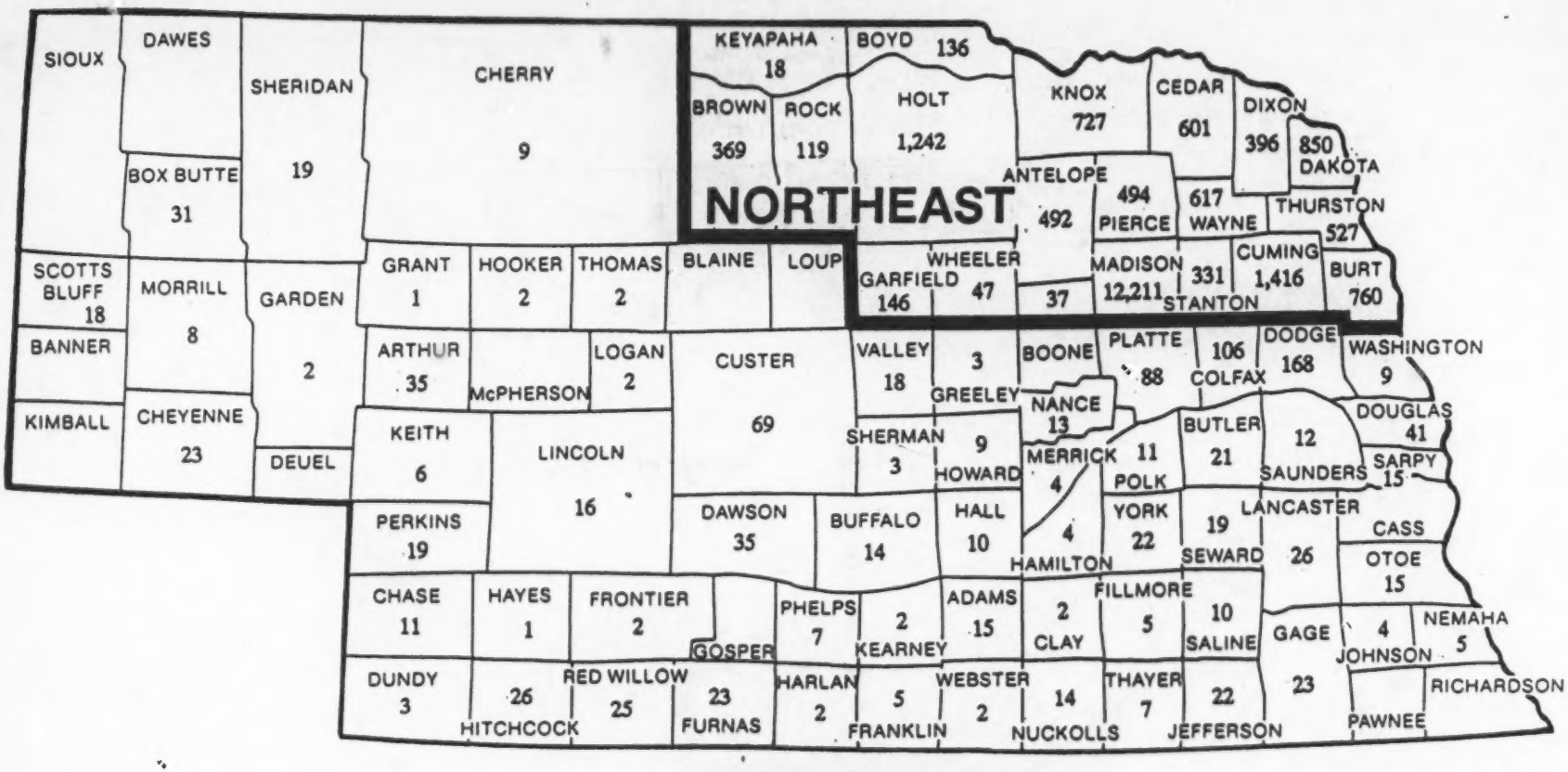


UNDUPLICATED HEADCOUNT:

Total In-State	9,627
Total Out-of-State	198
GRAND TOTAL	9,825

72

NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90

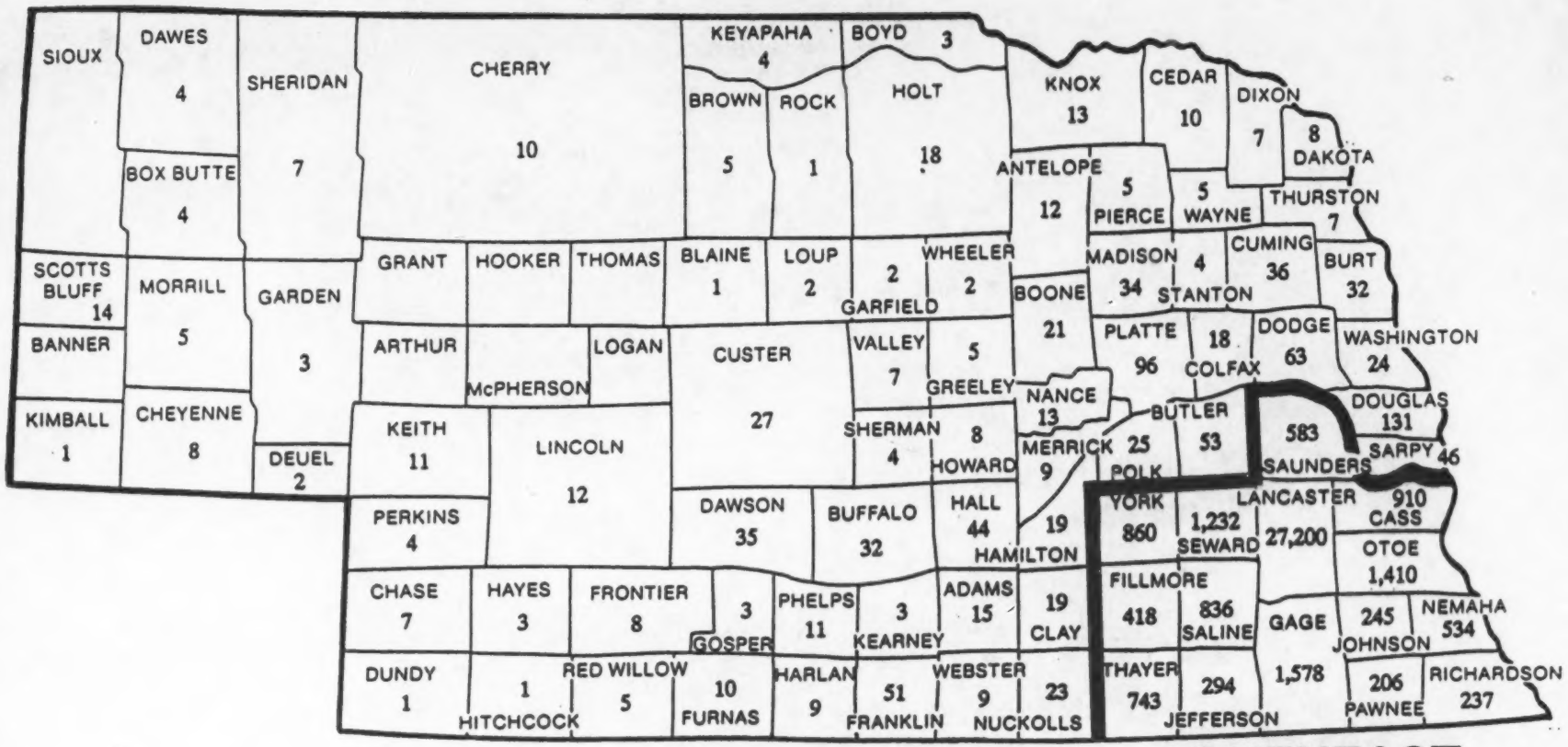


UNDUPLICATED HEADCOUNT:

Total In-State	22,680
Total Out-of-State	168
GRAND TOTAL	22,848

Appendix C-3

NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90



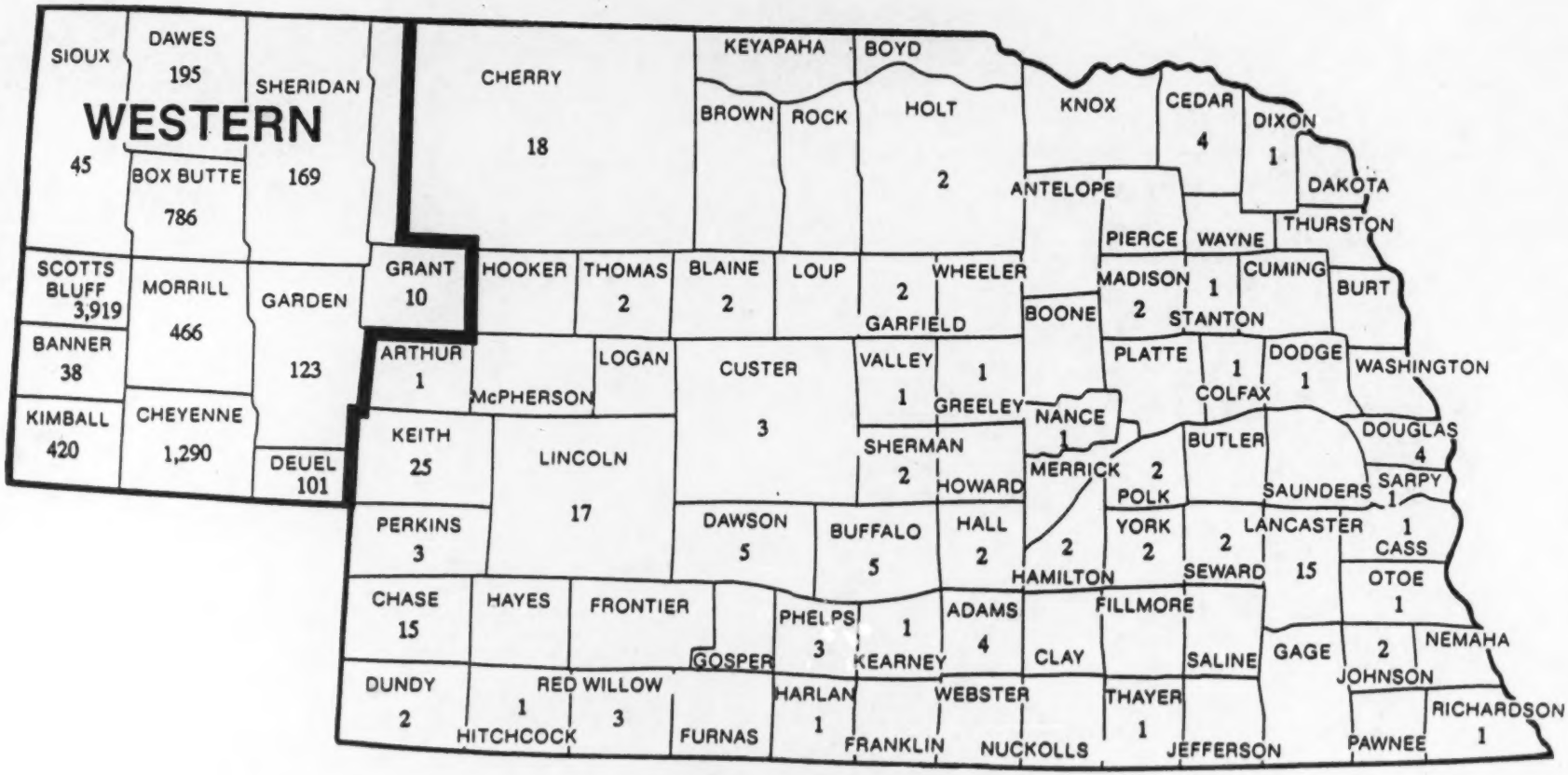
SOUTHEAST

UNDUPLICATED HEADCOUNT:

Total In-State	38,440
Total Out-of-State	150
GRAND TOTAL	38,590

Appendix C-3

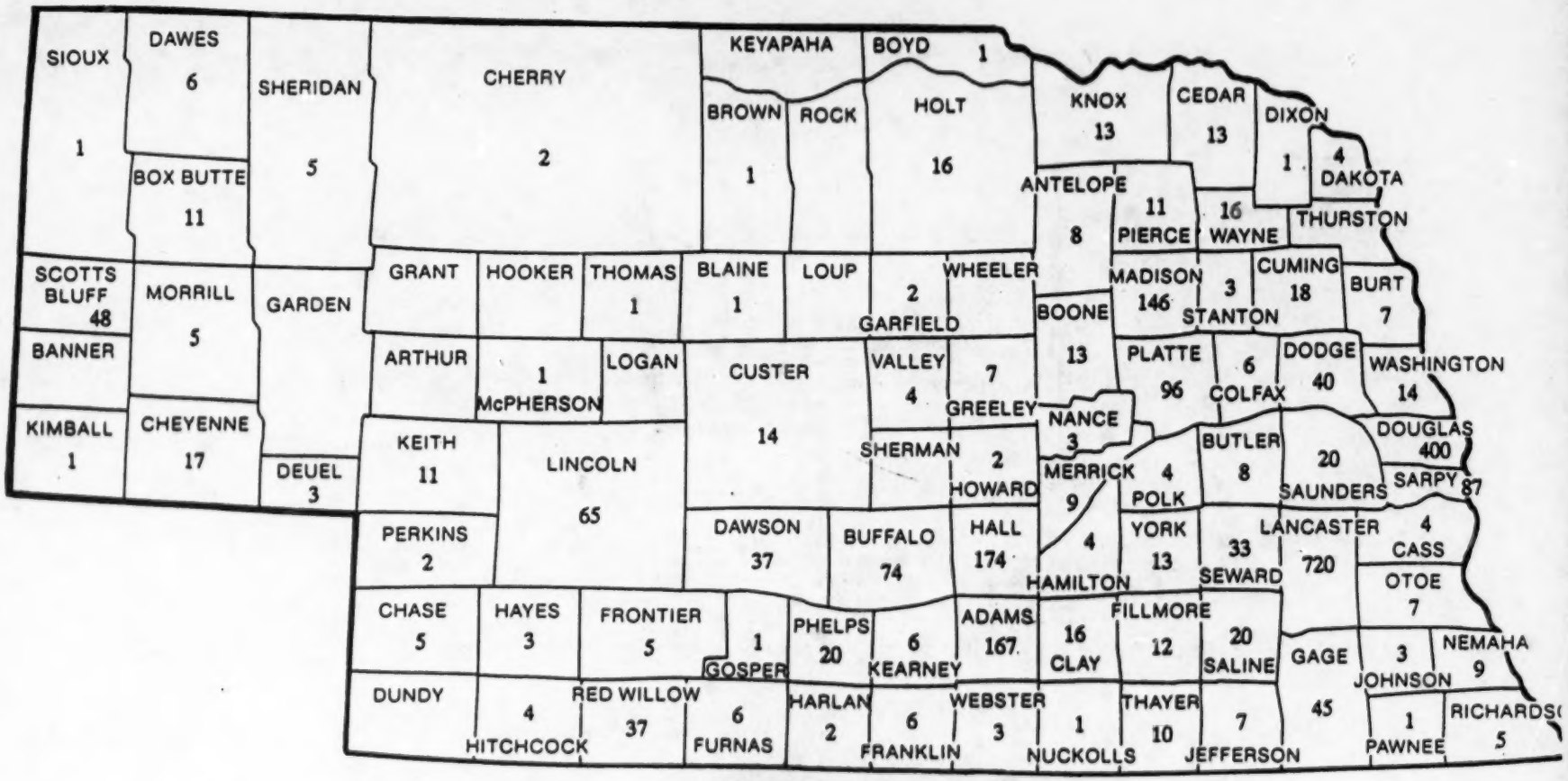
NEBRASKA COMMUNITY COLLEGE AREAS
UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY
FY 1989-90



UNDUPLICATED HEADCOUNT:

Total In-State	7,728
Total Out-of-State	313
GRAND TOTAL	8,041

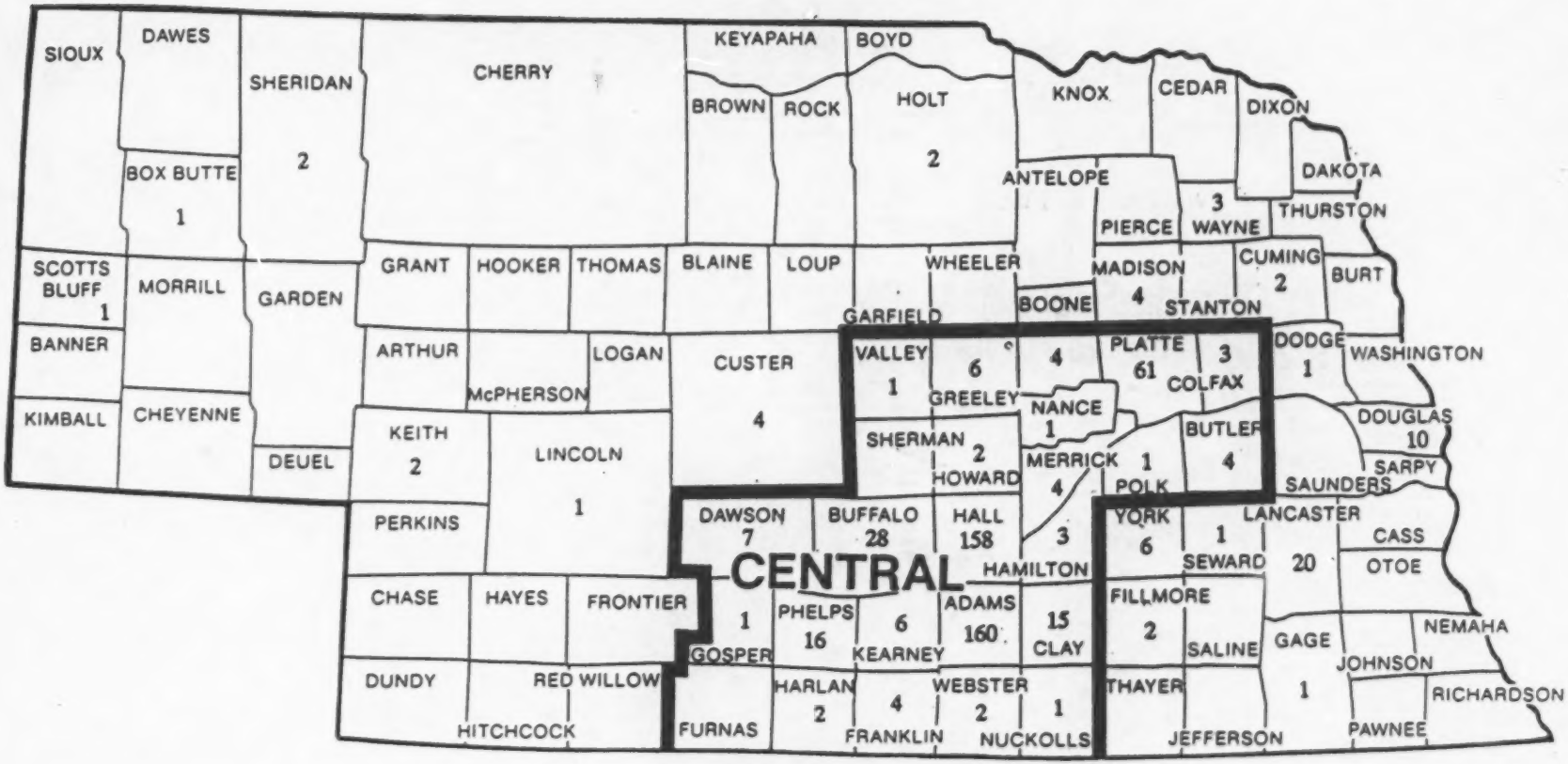
NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90



PLACEMENT OF GRADUATES:

Total Completors	3,812	100.00%
Status Unknown	474	12.43%
Available for Placement	3,053	80.09%
Total Placements	2,875	94.17%
Placements In-State	2,629	91.44%
Placements Out-of-State	254	8.83%
In-Area Placements	2,126	73.95%

NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90

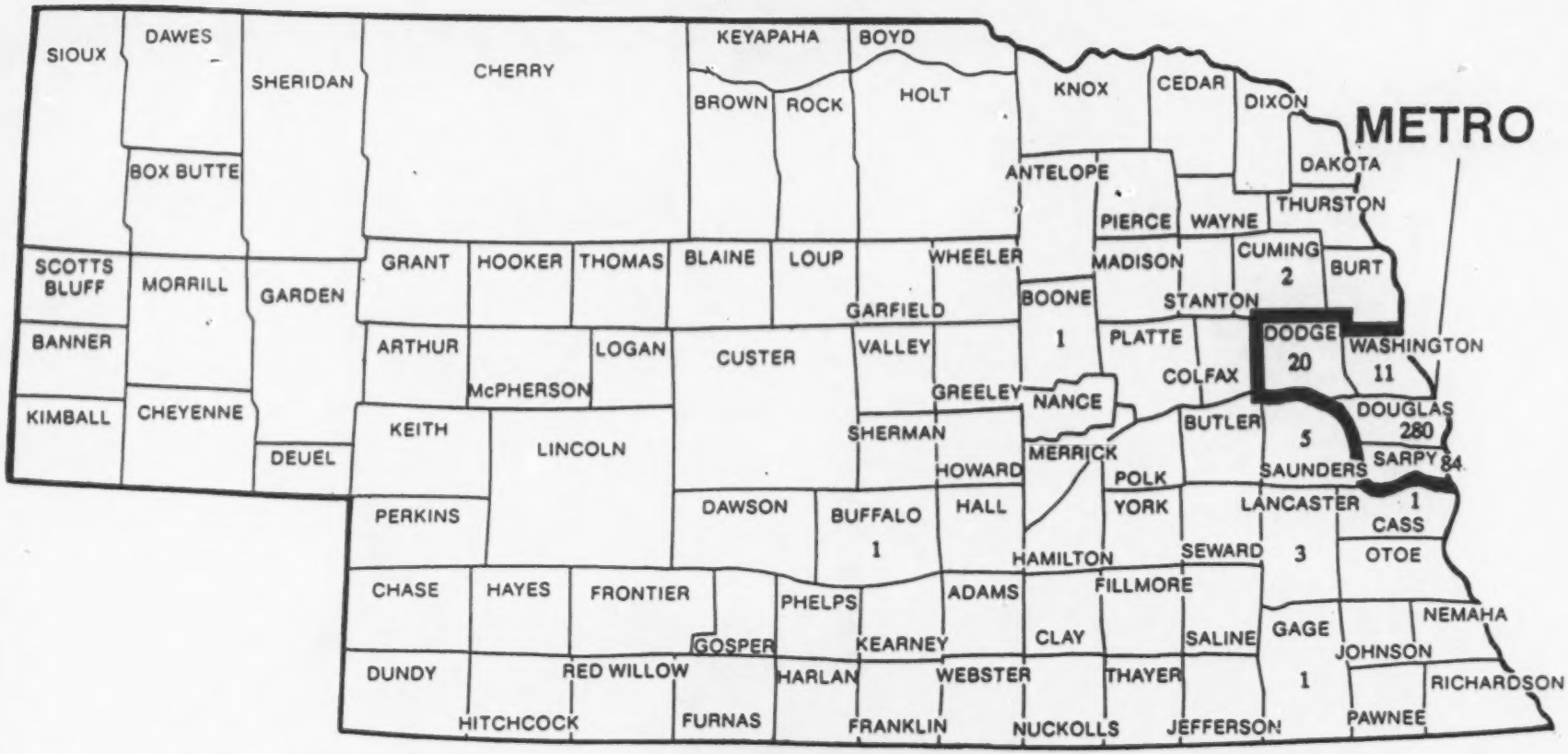


PLACEMENT OF GRADUATES:

Total Completors	721	100.00%
Status Unknown	129	17.89%
Available for Placement	585	81.14%
Total Placements	585	100.00%
Placements In-State	555	94.87%
Placements Out-of-State	30	5.13%
In-Area Placements	490	83.76%

Appendix C-4

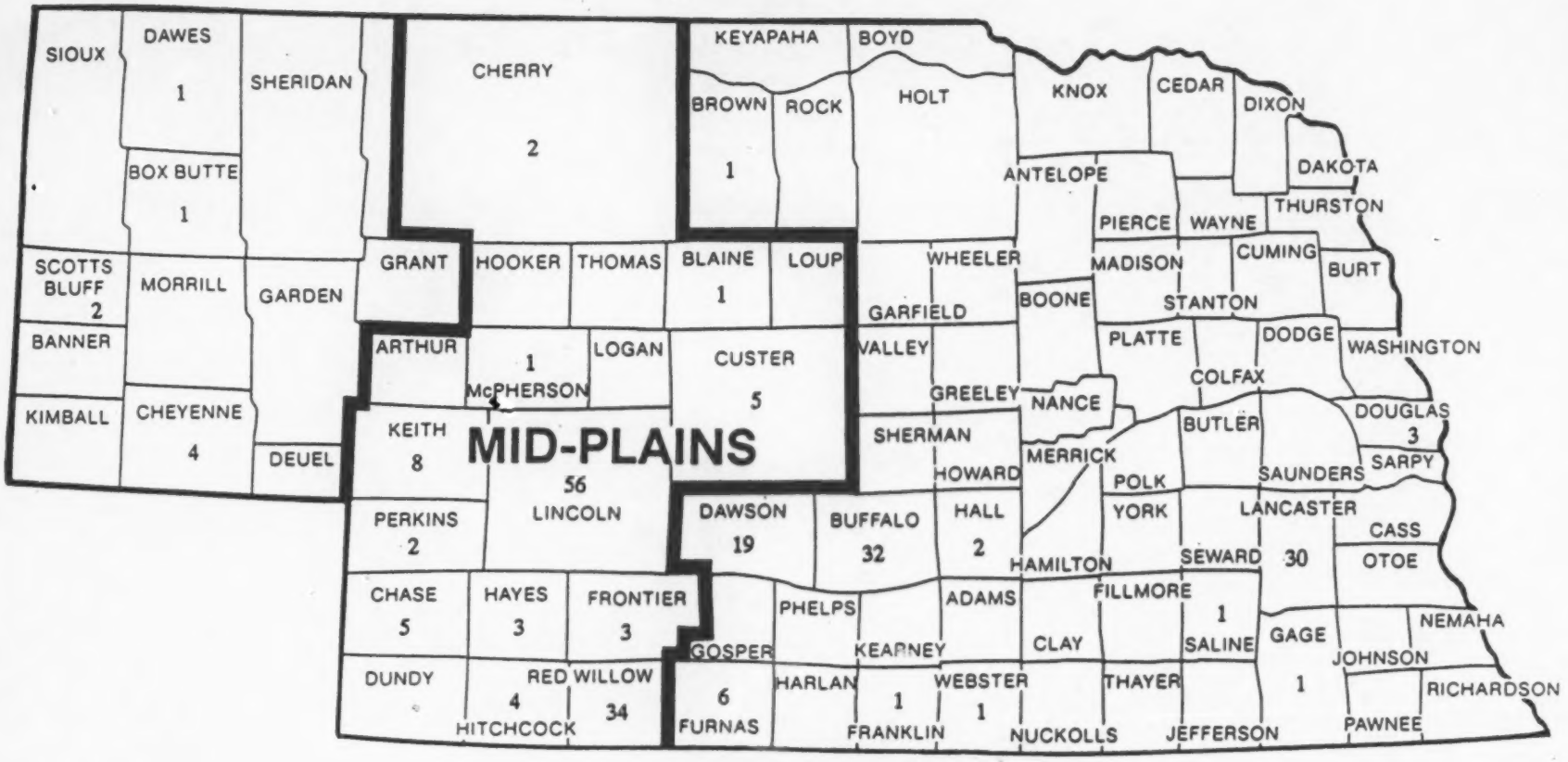
NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90



PLACEMENT OF GRADUATES:

Total Completors	619	100.00%
Status Unknown	136	21.97%
Available for Placement	453	73.18%
Total Placements	427	94.26%
Placements In-State	409	95.78%
Placements Out-of-State	26	6.09%
In-Area Placements	395	92.51%

NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90

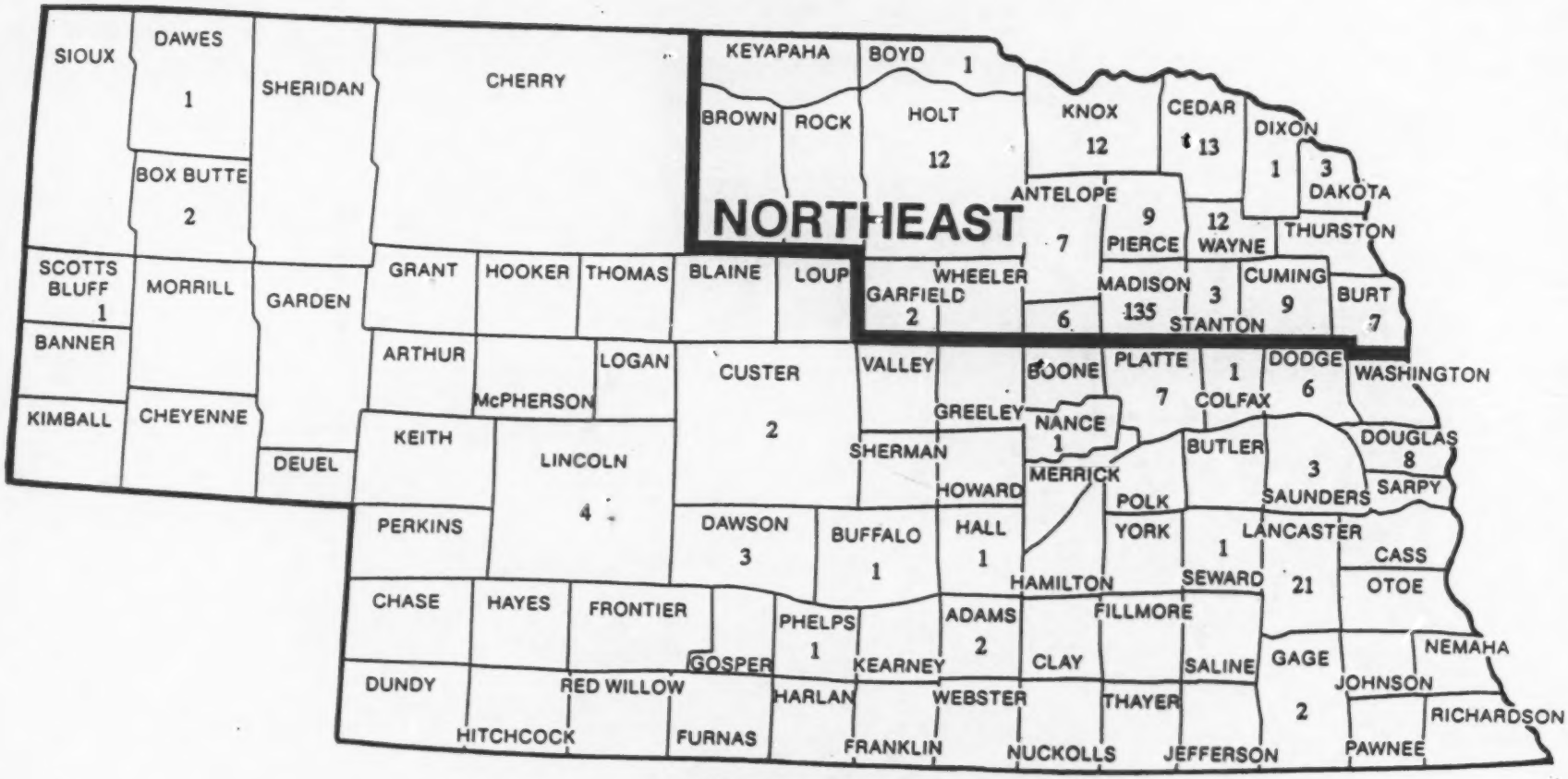


PLACEMENT OF GRADUATES:

Total Completors	389	100.00%
Status Unknown	47	12.08%
Available for Placement	271	69.67%
Total Placements	256	94.46%
Placements In-State	229	89.45%
Placements Out-of-State	27	10.55%
In-Area Placements	124	48.44%

Appendix C-4

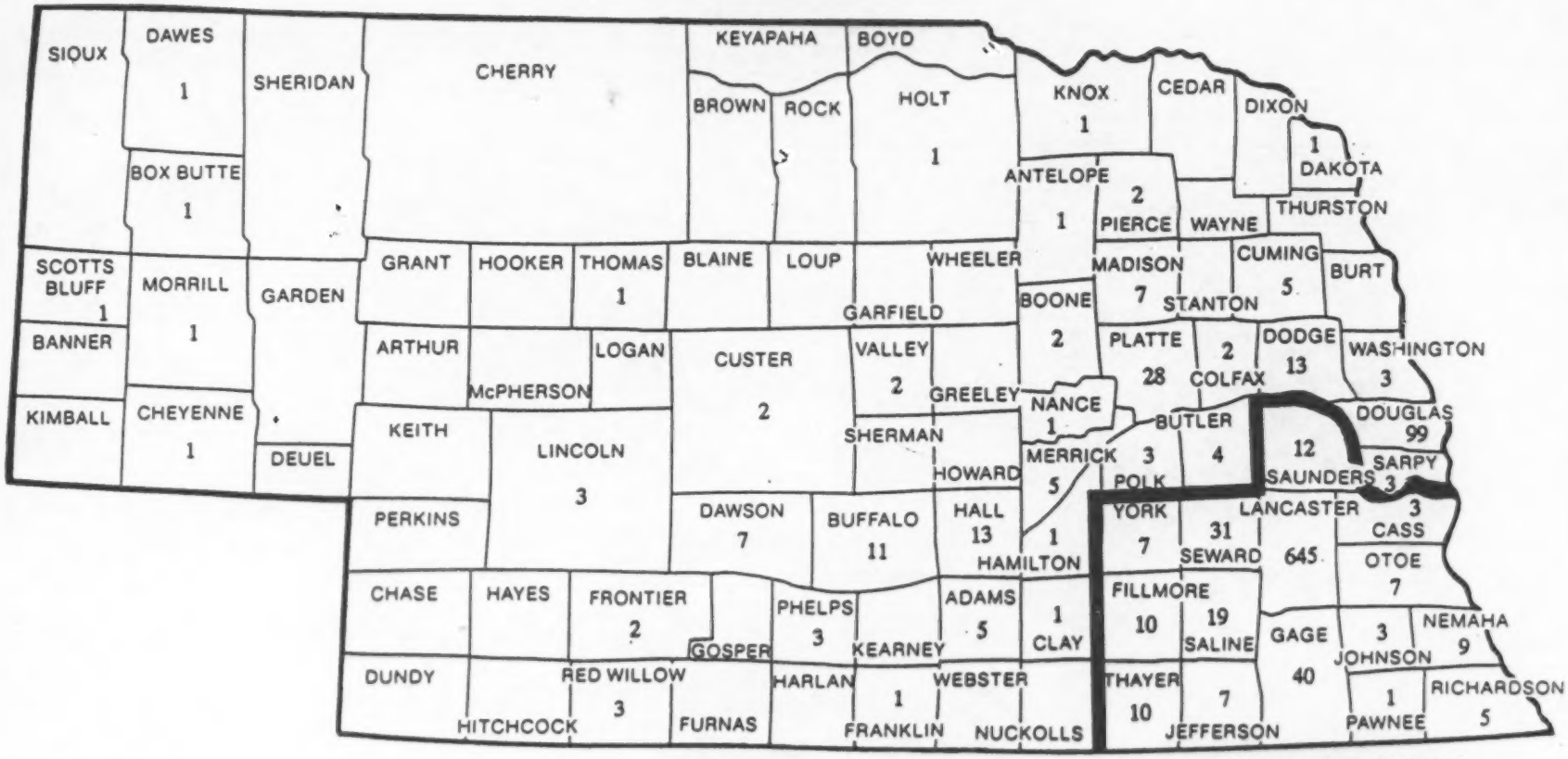
NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90



PLACEMENT OF GRADUATES:

Total Completors	471	100.00%
Status Unknown	2	0.00%
Available for Placement	351	74.52%
Total Placements	342	97.44%
Placements In-State	300	87.72%
Placements Out-of-State	42	12.28
In-Area Placements	232	67.84%

NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90

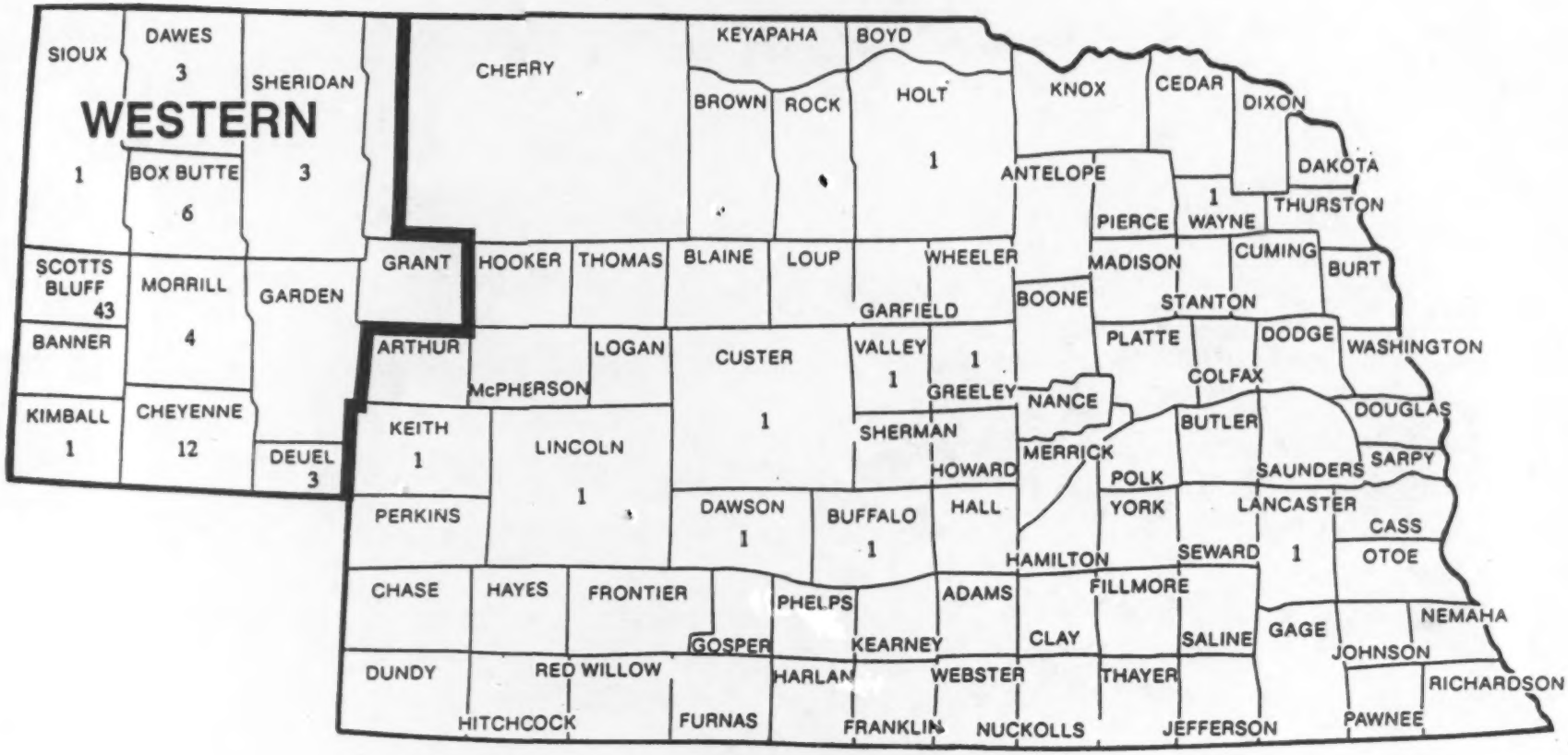


SOUTHEAST

PLACEMENT OF GRADUATES:		
Total Completors	1,392	100.00%
Status Unknown	87	6.25%
Available for Placement	1,246	89.51%
Total Placements	1,169	93.82%
Placements In-State	1,050	89.82%
Placements Out-of-State	119	10.18%
In-Area Placements	809	69.20%

Appendix C-4

NEBRASKA COMMUNITY COLLEGE AREAS
PLACEMENT OF GRADUATES BY COUNTY
FY 1989-90



PLACEMENT OF GRADUATES:

Total Completors	220	100.00%
Status Unknown	73	33.18%
Available for Placement	147	66.82%
Total Placements	96	65.31%
Placements In-State	86	89.58%
Placements Out-of-State	10	10.42%
In-Area Placements	76	79.17%

D. PROGRAM SITE DATA

Appendix D

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
PROGRAM SITES - FY 1989-90

Central Community College

Total Number of Sites: 86

Total Number of courses: 1,732

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Albion	65	Edgar	1	Kenesaw	7	Red Cloud	18
Alma	1	Elba	1	Lawrence	1	Republican City	2
Arapahoe	6	Elm Creek	3	Leigh	30	Rising City	18
Arcadia	12	Elwood	9	Lexington	132	Roseland	4
Aurora	40	Farnam	3	Lincoln	1	Sandy Creek	1
Axtell	17	Franklin	5	Lindsay	9	Schuyler	70
Beaver City	9	Friend	1	Litchfield	8	Shelby	2
Bertrand	6	Fullerton	31	Loup City	35	Shelton	6
Blue Hill	9	Genoa	40	Marquette	1	Silver Creek	14
Brainard	9	Grand Island*	158	Minden	15	Spalding	10
Cambridge	9	Gibbon	22	Nelson	12	St. Edward	22
Campbell	1	Giltner	1	North Loup	8	St. Paul	23
Cedar Rapids	17	Glenvil	1	Ogallala	1	Stromsburg	16
Central City	43	Gothenburg	20	Ord	35	Sumner	6
Clarks	4	Greeley	5	Orleans	1	Superior	17
Clarkson	7	Guide Rock	6	Osceola	15	Sutton	17
Clay Center	3	Hastings*	139	Overton	13	Upland	1
Columbus*	161	Hildreth	4	Oxford	2	Wilcox	1
Cozad	24	Holdrege	33	Palmer	30	Wolbach	7
Dannebrog	1	Howells	15	Pleasanton	1	Wood River	3
David City	37	Humphrey	5	Polk	15		
Doniphan	1	Kearney	83	Ravenna	37		

METROPOLITAN COMMUNITY COLLEGE

Total Number of Sites: 19

Total Number of Courses: 2,120

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Arlington	1	Fremont	76	North Bend	2	Plattsmouth	1
Bellevue	3	Gretna	5	Offut AFB	17	Ralston	36
Blair	19	Irvington	2	Omaha	1,477	Scribner	1
Elkhorn*	450	Kennard	3	Omaha Correction	8	Valley	2
Fort Calhoun	2	Murray	1	Papillion	14		

*Campus Sites

MID-PLAINS COMMUNITY COLLEGE

Total Number of Sites: 45

Total Number of Courses: 202

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Anselmo	1	Curtis	11	Mason City	1	Sargent	1
Arnold	2	Dunning	2	Maxwell	2	Seneca	1
Arthur	2	Eustis	5	Maywood	3	Stapleton	2
Bartley	4	Farnam	1	McCook	2	Sutherland	4
Benkleman	15	Grant	4	Merna	1	Taylor	4
Brady	1	Haigler	1	Mullen	2	Thedford	1
Brewster	1	Hayes Center	9	North Platte	1	Trenton	5
Broken Bow	8	Imperial	7	Ogallala	43	Tryon	1
Brule	1	Indianola	3	Palisade	1	Valentine	21
Callaway	5	Kearney	2	Paxton	1	Wallace	1
Cozad	1	Lebanon	4	Republican Valley	1	Wauneta	9
Culbertson	4						

NORTHEAST COMMUNITY COLLEGE

Total Number of Sites: 72

Total Number of Courses: 796

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Ainsworth	31	Craig	1	Neligh	12	Snyder	1
Allen	5	Creighton	5	Newman Grove	13	South Sioux City	33
Atkinson	12	Crofton	7	Niobrara	1	Spencer	3
Bancroft	10	Dakota City	4	North Bent	1	Springview	1
Bartlett	3	Decatur	3	Oakland	30	Stanton	13
Bassett	10	Dixon	2	O'Neill	85	Tekamah	26
Battle Creek	10	Dodge	2	Orchard	2	Thurston	1
Beemer	16	Elgin	7	Osmond	8	Tilden	16
Bloomfield	15	Emerson	19	Page	2	Verdigre	9
Brunswick	2	Ewing	8	Pender	24	Wakefield	19
Burwell	18	Fremont	3	Petersburg	3	Walthill	2
Butte	2	Hartington	15	Pierce	8	Wausa	9
Cambridge	1	Homer	5	Pilger	3	Wayne	26
Chambers	3	Hooper	5	Plainview	8	West Point	75
Clarkson	2	Hoskins	1	Ponca	13	Winnebago	10
Clearwater	7	Laurel	16	Randolph	12	Winside	2
Coleridge	12	Lyons	15	Rosalie	2	Wisner	26
Columbus	2	Madison	3	Scribner	9	Wynot	1

*Campus Sites

Appendix D

SOUTHEAST COMMUNITY COLLEGE

Total Number of Sites: 41

Total Number of Courses: 2,752

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Ashland	10	Exeter	1	Milford*	33	Syracuse	22
Auburn	60	Fairbury	23	Nebraska City	105	Table Rock	2
Beatrice*	139	Fairmont	6	Norris	53	Tecumseh	35
Conestoga	36	Falls City	22	Ohiowa	1	Union	1
Crete	35	Geneva	66	Otoe	1	Waco	1
Deshler	1	Goehner	1	Pawnee City	18	Wahoo	51
DeWitt	11	Gresham	1	Plattsmouth	75	Waverly	103
Diller	1	Hebron	80	Seward	84	Weeping Water	16
Dorchester	1	Humbolt	18	Sterling	4	Wilber	34
Douglas	4	Lincoln*	1,470	Sutton	6	York	120
Dunbar	1						

WESTERN NEBRASKA COMMUNITY COLLEGE

Total Number of Sites: 21

Total Number of Courses: 1,704

City	# of Courses	City	# of Courses	City	# of Courses	City	# of Courses
Alliance	61	Dix	1	Kimball	45	Potter	2
Bayard	7	Ellsworth	1	Lewellen	2	Rushville	5
Bridgeport	14	Gering	17	Lodgepole	1	Scottsbluff*	866
Chadron	19	Gordon	3	Mitchell	1	Sidney*	639
Chappell	3	Gurley	1	Oshkosh	6		
Dalton	2	Hemingford	4				

*Campus Sites

E. BUDGET PROCESS TIMELINE

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
BUDGET PREPARATION PROCESS TIMELINE

JANUARY	Area Board approves budget calendar Budget guidelines are developed and approved by Area Board
JANUARY-MAY	Budget requests are prepared at the cost center level
MAY-JULY	Budget requests are analyzed at the dean level and then at the executive level
AUGUST	The executive level submits the request to the Area President Meeting with Department of Administrative Services on format; Legislative Analyst invited for input.
SEPTEMBER	The Area President analyzes and submits an area-wide request to the Area Board
OCTOBER 1	Budgets and State-aid Requests from each area are filed with State Department of Administrative Services and Legislative Fiscal Office
OCTOBER	Area Board reviews and takes action
SEPTEMBER/JANUARY	Preparation and submission of Combined Budget Report and State-aid Request by NTCCA
FEBRUARY/MARCH	Appropriations Hearing
MAY/JUNE	Legislative Appropriation
JULY/AUGUST	County Public Budget Hearing
AUGUST	Area Board Public Hearing Area Board Tax Levy Certification
AUGUST 25	Submission of certificate of tax statements to the County Board and the State Auditor

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
DEFINITION OF TERMS

CONTINUATION BUDGET

Reflects the cost of carrying the current year's level of service into the next fiscal period.

EXPANDED BUDGET

Includes workload increase and new program requests.

FTE - Full Time Equivalent

Full Time Equivalent students or student enrollment shall mean, in the aggregate, the equivalent of a registered student who in a twelve-month period is enrolled in (a) thirty (30) semester credit hours or forty-five (45) quarter credit hours of classroom or laboratory course work applicable to a degree, diploma, or certificate in a program for which credit hours are offered and awarded or (b) nine hundred (900) contact hours of classroom or laboratory course work for which credit hours are not offered or awarded. Avocational and recreational community service programs or courses shall not be included in determining full-time equivalent students or student enrollment as defined in Revised State Statutes 79-2637.

REU - Reimbursable Education Unit

Reimbursable Education Unit shall mean a full-time equivalent student multiplied by (a) a factor of one (1.0) for a general academic transfer course or an academic support course, (b) a factor of one and fifty hundredths (1.5) for a Class 1 course, and (c) a factor of one and seventy-five hundredths (1.75) for a Class 2 course as defined in Revised State Statues 79-2637.

PCS - Program Classification Structure

According to the Nebraska Legislative Public Postsecondary Data Base Data Dictionary from NCHEMS Technical Report 106, Second Edition.

1.0 **Instruction:** Includes direct cost of instruction for general academic, vocational-technical, and related occupations.

2.0 **Research:** Not applicable to Nebraska Technical Community Colleges

3.0 **Public Service:** Not applicable to Nebraska Technical Community Colleges

4.0 **Academic Support:** The cost of directly supporting instruction for course and curriculum development, personnel development, academic administration, computing support, audio-visual services, and library operations.

5.0 **Student Services:** Includes student services, administration, social and cultural development, counseling and career guidance, financial aid administration, student auxiliary services and intercollegiate athletics.

6.0 **Institutional Support:** Includes executive management, fiscal operations, general administrative services, logistical services, public relations, student recruitment, admissions and records.

7.0 **Physical Plant Operations:** Includes physical plant administration, building maintenance, custodial services, landscape and ground maintenance, and major repairs and renovation.

8.0 **Student Financial Support:** Includes financial assistance provided to students in the form of tuition waivers and remissions.

9.0 **Independent Operations:** Not applicable to Nebraska Technical Community Colleges.

OBJECT OF EXPENDITURES

1. **Personal Services**

   Includes all salaries and fringe benefits for the employed staff of each area. Consists of part-time and full-time salaries and benefits.

2. **Operating Expenses, Supplies & Materials**

   Includes costs such as utilities, printing and publishing, casualty insurance, repair and maintenance of buildings and equipment, subscriptions and memberships, rental of buildings and equipment, and consumable supplies for all areas of operations.

3. **Travel**

   Includes in area, in state, and out of state travel for staff attending workshops, conferences, meetings, etc., as authorized by each respective area.

4. **Capital Outlay**

   Includes new and replacement equipment and furniture. Also includes the lease/purchase of specific equipment items purchased under such agreement.

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
BUDGET NOTES

The following budget notes are provided for clarification and understanding:

1. The Technical Community College Areas use a modified accrual rather than the cash method of accounting. The principles of zero-base budgeting were utilized in arriving at the Fy 1989-91 budget data.

2. State-aid total appropriation is known prior to the end of each Legislative Session. but the amount due each Area from the total appropriation is not known until august 15th when each Area certifies its audited REG totals to the Department of Administrative Services and the Auditor of Public Accounts.

3. At the present time, Areas boards certify approved budgets to the Auditor of Public Accounts and certify tax levies to the counties on or before August 25th. Actual or certified property valuations may not have been known when budgets were determined and approved.

4. Each Technical Community College is intended to meet the needs of the people in the Area it serves. As a result, the organizational structure of one Technical Community College area may vary from another Technical Community College Area; and, of course, the accounting and budgeting functions will reflect the organizational structures, needs met, and funding sources. The governance of the Technical Community Areas are actually and statutorily differeat from any other segment of higher education. (See Revised State Statutes 79-2636.)

F. COMMUNITY COLLEGE LEGISLATIVE HISTORY

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
LEGISLATIVE HISTORY - FY 1979 - 1989

I. STATUTES

A.	Section 79-2650	All Areas may levy up to 9 cents per $100 of actual valuation for operations and 1.8 cents of actual valuations for capital construction. Areas with populations of less than one hundred and fifty thousand (150,000), may, by a two-thirds vote of its governing board, exceed the operations levy up to an additional two and one half cents per hundred dollars of actual valuations. Mid-Plains and Western Technical Community College Areas come under this category.
B.	Section 79-2651	State-aid
C.	Section 23-921	Uniform Budget Act
D.	Section 48-801	Commission of Industrial Relations
E.	Section 79-1254.02	Continuing Contract Law

II. BUDGET VARIABLES

A. Collective Bargaining Process

1. Continuing Contract Law
2. Commission of Industrial Relations

B. Assessed Valuations

1. County Valuations
2. Centrally Assessed

C. Tax Levies: Determined after public hearing (August 25)

D. State-aid

E. Federal Aid

III. CHANGES IN THE STATUTES RELATIVE TO TECHNICAL COMMUNITY COLLEGE AREAS

A. 86th Legislature - First Session, 1979

1.	LB 161	Retirement Age
2.	LB 178	Tax Statements by August 25th
3.	LB 187	Changing Mills to Cents (Effective January 1, 1981)
4.	LB 285	Lid Law (7%)
5.	LB 363	Funding Formula

B. 86th Legislature - Second Session, 1980

1.	LB 442	Probation of two years for new faculty
2.	LB 824	Amendments on Capital Construction

C. 87th Legislature - First Session, 1981

1.	LB 284	Tax Fund
2.	LB 320	Capital and Finance
3.	LB 352	LID (Federal Funds)
4.	LB 561	State-aid Appropriations

D. 87th Legislature - Special Session, 1981

1.	LB 8	3% Reduction in State-aid (LB 561 Appropriations)

E. 87th Legislature - Second Session, 1982

1.	LB 761	State-aid Appropriations
2.	LB 816	State-aid, form Personal Property Tax Relief
3.	LB 827	Capital Construction Exemption for Metro TCC Area

F. 87th Legislature - Special Session, 1982

1.	LB 1	2% Reduction in Total State-aid (Both LB 816 & LB 761 Appropriations)

G. 88th Legislature - First Session, 1983

1.	LB 628	State-aid Appropriations

H. 88th Legislature - Second Session, 1984

1.	LB 9	Require Two-year Probationary Period on Teacher Contracts
2.	LB 881	Change Provisions for Exceeding Tax Levy Limit
3.	LB 890	Distribution Formula for State-aid Funds
4.	LB 1128	State-aid Appropriations

I. 88th Legislature - Special Session, 1984

1. The proposed constitutional amendments which were placed before the public at the November, 1984, General Election would have had a direct effect on the technical community colleges.

J. 89th Legislature - First Session, 1985

1.	LB 271	Change in County Valuations for Agricultural Land
2.	LB 722	State-aid Appropriations

K. 89th Legislature - Special Session, 1985

1.	LB 1	3% Reduction in State-aid (LB 722 Appropriations)

L. 89th Legislature - Second Session, 1986

1.	LB 796	Tax Levy Increased to $.09 per $100 actual valuation
2.	LB 1251	State-Aid Appropriations

M. 89th Legislature - Special Session, 1986

1.	LB 1	3% Reduction in State-aid LB 1251 Appropriations)

N. 90th Legislature - First Session, 1987

1.	LB 285	Allows TCCs to indemnify the purchase liability insurance
2.	LB 329	Allows TCCs to purchase bonds
3.	LB 455	Capital Construction Exemption for Former Military Bases - Central & Western Areas
4.	LB 780	State-aid Appropriations

O. 90th Legislature - Second Session, 1988

1.	LB 890	Allows TCCs to offer Associate Degree in Nursing
2.	LB 992	Removal of Sunset Clause on TCC Property Taxing Authority
3.	LB 1041	State-aid Appropriations
4.	LB 1091	Railroad Personal Property Tax Relief Fund - One Time Partial Replacement of Lost Funds Due to Railroad Discrimination Lawsuit
5.	LB 1124	Capital Construction Exemption for Southeast Area

P. 91st Legislature - First Session, 1989

1.	LB 305	Created the Nebraska Technical Community College Aid Cash Fund -Grants for Economic Development Job Training Activities
2.	LB 395	Capital Construction Exemption for Northeast Area
3.	LB 813	State-aid Appropriations
	LB 247	Mandated a study of all public higher education in Nebraska, Phase I recommendations to be introduced in 91st Legislature, Second Session.

Nebraska Technical Community Colleges

Central Technical Community College Area
3134 West Highway 34
Grand Island, NE 68802-0240 (308) 384-5220
Campuses located in Columbus, Grand Island, and Hastings

Metropolitan Technical Community College Area
30th & Fort Streets
Omaha, NE 68103 (402) 449-8400
Campuses located in Elkhorn Valley,
Fort Omaha, and South Omaha

Mid-Plains Technical Community College Area
416 North Jeffers
North Platte, NE 69101 (308) 534-9265
Campuses located in McCook and North Platte

Northeast Technical Community College Area
801 East Benjamin
Norfolk, NE 68701 (402) 371-2020
Campus located in Norfolk

Southeast Technical Community College Area
8800 "O" Street
Lincoln, NE 68520 (402) 471-3303
Campuses located in Beatrice, Lincoln, and Milford

Western Technical Community College Area
1601 East 27th Street, NE
Scottsbluff, NE 69361 (308) 635-3606
Campuses located in Scottsbluff and Sidney

Nebraska Technical Community College Association
635 South 14th Street, Suite 340
Lincoln, NE 68508
(402) 471-4685

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